

Inspection date	10 February 2015
Previous inspection date	5 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children's emotional well-being is fostered extremely well. This is because of the close, warm and supportive relationships that the childminder builds with children and their families from the outset.
- The childminder ensures that safeguarding children takes high priority. The setting is safe and secure and effective risk assessments and policies are in place. The childminder clearly demonstrates her understanding of what to do should she have concern about children's welfare.
- The quality of teaching is very good and frequently outstanding. The childminder is a skilful communicator and listens perceptively to children, picking up on their cues and promoting new vocabulary. This extends children's learning so that they make good progress in their learning and development.
- The childminder works effectively with parents, involving them in their children's learning and regularly informing them of their developmental progress.

It is not yet outstanding because:

- Opportunities for children to extend their knowledge and understanding of diversity and experience the use of different languages are not fully maximised.
- The childminder has not yet fully prioritised the areas she would like to develop in order to improve outcomes for children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- supplement the already print rich environment to support the diverse needs and cultures of all children, for example, by creating labels and signs in different languages
- devise even better methods for prioritising areas for improvement, for example, by setting measurable targets that indicate how children have benefitted from any improvements to the setting.

Inspection activities

- The inspector took account of the indoor and outdoor environment, children's work and resources available.
- The inspector conducted a joint observation with the childminder.
- The inspector observed the childminder's practice and her engagement with children throughout the inspection.
- The inspector checked evidence of the suitability of the childminder and recent training she has completed.
- The inspector read testimonials from parents and carers, taking these into account.
- The inspector viewed children's files and assessments, planning, relevant policies and procedures and accident and medication documents.

Inspector

Janice Caryl

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder provides a very child-orientated environment, where children are free to explore and develop their own ideas. Younger children enjoy exploring sensory items, such as pouches that feel and smell differently. Lots of role-play equipment, animals, farms, and vehicles are available. These support children who are beginning to make-believe and build on experiences in their own lives. The childminder enhances areas, such as the sand, with mini-beasts. She ignites children's curiosity by hiding items and children take delight in using binoculars to spot objects in the distance. The childminder competently supports older children by differentiating activities to extend their learning. She teaches children developing their communication skills to learn new words through rhyme. Children demonstrate their progress by talking about the 'sheep in the jeep'. These skills prepare children for future learning, such as in school. The childminder provides an environment that is rich in print and number, supporting early literacy and numeracy skills. However, there are fewer labels and signs reflecting different languages, cultures and diversity.

The contribution of the early years provision to the well-being of children is outstanding

The childminder is sensitive, caring and has a deep understanding of how to support children's emotional well-being. She is highly effective in settling children when they first start at the setting. She works very closely with parents to ensure the individual needs of all children are well met. She has excellent communication skills, which contributes to highly effective partnership working. The childminder has an excellent understanding of the safeguarding requirements in the Early Years Foundation Stage. Consequently, children are kept safe and secure at all times. She teaches children to get on with each other, take turns and share through positive behaviour strategies. As a result, children learn to make friends and develop positive feelings about themselves and each other. The childminder promotes and teaches children about making healthy lifestyle choices, such as at snack and mealtimes. Children experience and value the daily fresh air and exercise that the childminder provides.

The effectiveness of the leadership and management of the early years provision is good

The childminder is very committed to the children, parents and the work that she does. She is working towards a National Vocational Qualification at level 3. This is extending her knowledge and understanding of how children learn and develop. Consequently, children benefit because of the positive impact this is having on their learning and the progress they make. The childminder successfully identifies her strengths and knows the areas that she would like to develop. However, she has not yet developed a plan that fully prioritises the actions to take to achieve any new targets. The childminder successfully monitors children's progress so that any gaps in learning or development are easily and quickly identified. She demonstrates a good understanding of the next steps children need to support their learning further. Consequently, children make good progress in their learning and development.

Setting details

Unique reference number	EY414106
Local authority	Lancashire
Inspection number	851484
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	5 January 2011
Telephone number	

The childminder registered in 2010 and lives in Preston, Lancashire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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