

Childminder Report

Inspection date

8 February 2016

Previous inspection date

4 May 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The enthusiastic childminder works closely with her assistant to plan and meet the needs and interests of all children. She provides children with interest and challenge as they play and they make good progress.
- The childminder uses a range of effective strategies to work closely with parents. She provides ideas for fun activities to support children's learning, both at the setting and at home.
- The childminder and her assistant are good role models and they provide clear and consistent messages to promote positive behaviour. Children's physical and emotional well-being are supported well.
- Children are enthusiastic and active learners who are well prepared for their next stages in learning and for school.

It is not yet outstanding because:

- The childminder does not use precise and rigorous methods to enable her to focus precisely on driving ongoing improvements. This includes identifying ways to raise the quality of teaching and learning to an even higher level.
- The outdoor environment does not fully offer maximum opportunities for children who prefer to play and learn outside.

What the setting needs to do to improve further

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

- build on the methods used to more accurately focus on driving improvements across the setting, including targeting ways to raise the quality of teaching to an even higher level
- enhance the learning opportunities that children have outdoors to help them make the best progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's records and planning documentation. She looked at a range of other documentation, including policies and procedures and the childminder's self-evaluation.
- The inspector spoke to a parent during the inspection and took account of the views of other parents through their written responses.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection.

Inspector

Cath Palsler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has safe recruitment procedures in place to ensure the suitability of her assistant. She and her assistant have attended relevant first aid and safeguarding training. They have a robust understanding of what to do if they are worried that a child may be being abused. There is an effective programme of ongoing supervision and continuous professional development. Training attended has a positive impact on the quality of teaching. For example, the childminder has introduced a range of useful strategies to promote children's communication and language skills. The childminder seeks the views of children, her assistant and parents, to help her identify areas to improve. She plans opportunities and experiences that promote each child's learning styles, interests and abilities. This contributes towards the good progress that children are making from their starting points.

Quality of teaching, learning and assessment is good

The childminder works closely with parents to establish children's interests and abilities when they start. She uses this information to plan a range of appropriate activities that promote all areas of learning. The childminder completes regular assessments of children's progress and this helps her to identify any gaps in their learning. She uses a range of methods to support children's critical thinking and mathematical skills. For example, she uses number rhymes, sand and small-world activities, to encourage children to use mathematical language. Children are given plenty of opportunities to experiment, explore and investigate. Babies show curiosity as they closely observe the properties of the selection of toys and books. Older children talk about different mathematical concepts and positional language as they play with the objects in the sand. All children are confident talkers and are given time to do things their own way. They are supported well to develop the skills and attitudes that promote their future learning.

Personal development, behaviour and welfare are good

The childminder establishes close and respectful relationships with children and this helps them to settle in quickly. She shares regular information with parents to find out children's care needs, interests and routines. Children are confident learners. They are self-assured and emotionally well prepared for the next stage in their learning. Care practices are promoted well. Children are provided with regular opportunities to be independent and practise their self-care skills. They show a growing understanding of how to keep themselves safe and healthy. Children explore the environment with confidence and show a strong sense of belonging. They have fun playing energetically and are eager to help and carry out small tasks. Children have lots of fun and thoroughly enjoy their time at the childminder's home. They show they understand expectations and behave very well.

Outcomes for children are good

Comprehensive assessment documents are used by the childminder to review children's progress and effectively plan their next steps in learning. All children are making good progress towards the early learning goals and develop the skills and attitudes needed, in readiness for school.

Setting details

Unique reference number	EY223242
Local authority	Blackpool
Inspection number	848223
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	12
Number of children on roll	10
Name of provider	
Date of previous inspection	4 May 2011
Telephone number	

The childminder was registered in 2002 and lives in Blackpool. She works with an assistant. The childminder operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds a relevant qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

