

Childminder Report

Inspection date

17 June 2015

Previous inspection date

18 May 2010

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		Good	2
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

- The childminder works well with his co-childminder to provide a welcoming home in which children are secure, happy and confident to express themselves.
- Children behave well in response to clear and consistent expectations and boundaries. The childminder is a good role model, interacts and communicates well with young children and successfully promotes their emotional well-being.
- The childminder works closely with his co-childminder to supervise children and keep them safe. He maintains an up-to-date knowledge of child protection and how to work with other agencies to protect children.
- The childminder makes lunchtime a pleasant social occasion as he supports children to enjoy healthy lunches.
- Children enjoy a range of visits to places in the community, such as indoor soft play areas, the park and the library. They develop confidence as they learn how to play alongside others in group situations.

It is not yet outstanding because:

- The childminder does not always sufficiently focus on what children are to learn next when delivering activities. As a result, children are not consistently challenged to learn at a higher level.
- The childminder is still developing confidence in his ability to monitor children's learning and development. As a consequence, planning is not rigorous enough to ensure that children learn at the highest level through everyday experiences.
- The childminder's professional development is not securely based on evaluations of his practice.

What the setting needs to do to improve further

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

- focus more on what children are to learn next when delivering activities, in order to maximise learning from both planned experiences and freely chosen activities
- set regular targets for professional learning, in order to improve performance and build up confidence, especially in relation to monitoring children's progress.

Inspection activities

- The inspector observed activities in the playroom, living room, kitchen and sun lounge.
- The inspector spoke to the childminder, co-childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of the views of parents, which were provided in writing.
- The inspector looked at a range of documents, including verifying some qualifications, checking evidence of the suitability of household members and viewing the policies, procedures and the children's records.

Inspector

Lynne Naylor

Inspection findings

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

The childminder shares his observations of children's progress with his co-childminder. He supports her to plan activities and keep parents well informed about their child's progress. The childminder puts forward suggestions to make activities interesting, such as adding glitter to the dough. He does not always adapt activities to increase the challenge as children play. However, the quality of the childminder's teaching is good. He supports children particularly well to gain good skills in listening and speaking and in their physical, personal, social and emotional development. He successfully increases children's concentration and reading skills as he sits with them to look at books. He promotes children's language development by modelling correct pronunciation and encouraging them to describe the pictures. Children write their names on a magnetic doodle board, which supports their early writing skills. Consequently, they develop the skills required for future learning.

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

The childminder is fully aware of and meets children's care and medical needs. He interacts and communicates well with babies and children. He talks to babies about hygiene when wiping their noses and changing nappies. He teaches children to cross roads safely when walking back from school or outings. Children develop a good understanding of how to live a healthy lifestyle. They develop good coordination by climbing and balancing on playground equipment. They demonstrate good self-help skills as they pour water from a small jug when thirsty and indicate when they want to use the toilet. Children are emotionally well prepared for moving on to nursery or school. They concentrate well and follow instructions. For example, while singing action songs, the childminder encourages children to take big strides, which also means they exercise vigorously.

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

The childminder works very closely with his co-childminder to provide a service in which children make good progress. He understands and meets the requirements of the Early Years Foundation Stage. He consistently implements suitable policies and procedures and ensures records are completed. Both childminders have specific but complementary roles. The childminder collects children from local schools and is able to exchange information with teachers to support their learning and care. He assesses any risks before taking children to visit new places to keep them safe. He holds an appropriate childcare qualification and attends training workshops to keep his knowledge up to date. For example, recent training raised his understanding of autism and dyslexia and he now develops children's speech and language in different ways. The childminder evaluates his practice and identifies areas to develop. For example, he is beginning to take some responsibility for tracking children's progress. However, he does not set regular targets for his professional development, in order to constantly improve.

Setting details

Unique reference number	405206
Local authority	Lancashire
Inspection number	872232
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	10
Name of provider	
Date of previous inspection	18 May 2010
Telephone number	

The childminder was registered in 1995 and lives in Fulwood. He lives with his wife, who is his co-childminder. He operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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