

# Childminder Report

**Inspection date**

16 July 2015

Previous inspection date

18 August 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

**This provision is good**

- The childminder is experienced and well qualified. She understands how to support the welfare and learning of all the young children in her care.
- The childminder makes activities fun and appropriately challenging, so children persist at them and are keen to join in and have a go.
- The childminder knows each child's interests and abilities well, so she can help them make progress as they play. She responds well to their individual preferences and emerging communications.
- Children are happy and settled in the childminder's care. They enjoy their activities and are learning to play and share with others.
- The childminder understands how to keep children safe from harm. She identifies and manages risks and supervises children's safely.
- The childminder develops her knowledge and understanding through training and by working with others. This helps her identify and act on opportunities to improve the quality of her provision for children.

**It is not yet outstanding because:**

- The childminder does not always successfully help parents complement and consolidate children's learning at home.
- The childminder knows children progress well, but her assessments are not sharply focused enough to rapidly enhance and focus her teaching, information sharing and evaluation.

## What the setting needs to do to improve further

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

- build on partnerships with parents to successfully share ideas and strategies to help them complement and consolidate children's learning at home.
- obtain sharply focused information of children's progress to rapidly enhance and focus teaching, information sharing and evaluation.

## Inspection activities

- The inspector observed activities in the childminder's home and garden.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of the members of the household, the childminder's qualifications and her self-evaluation document.
- The inspector spoke to a parent and took account of their views.

## Inspector

Sara Edwards

## Inspection findings

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

The childminder successfully uses children's play and routines to promote the skills they need for the next stage in their learning. Children's vocabulary and understanding develops as she talks about what they are doing. The childminder encourages children's emerging speech and non-verbal communications, for example, as they make choices about how to spend their time. Children particularly enjoy the range of opportunities provided to develop their physical skills and control. Children show their delight as their abilities improve. The childminder uses a range of teaching strategies to help children learn. For example, she plays alongside young children, allowing them to investigate for themselves while giving appropriate support, such as modelling how to use equipment. The childminder and parents work together to support children's development, for example, sharing information on children's interests and progress. The childminder shares some ideas to help parents support their children's learning at home, however, this is not successful enough to support children's development at the highest level.

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

Children have good relationships with the childminder and enjoy playing together. Their self-esteem is developing well, and their feelings are quickly recognised and acknowledged. For example, children are quickly comforted by cuddles and individual attention. Children are confident and behave well, because they feel secure and their good behaviour is praised. They begin to learn the skills to keep themselves safe, because the childminder uses explanations and instructions they can understand. They enjoy challenging themselves as they play outdoors and the childminder supervises them closely to make sure they stay safe. Children enjoy regular opportunities to socialise in larger, familiar groups. This helps to develop their confidence and social skills, which will support them with their eventual move on to school. Children enjoy lots of opportunities for exercise and fresh air, which helps them develop healthy habits.

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

The childminder understands and meets her responsibilities to children in her care. She makes sure she knows how to meet children's individual medical needs, for example, by seeking support from medical professionals. The childminder understands how to protect children from potential harm and knows the actions to take if she has concerns about a child. She regularly reviews her practice with other early years professionals, which leads to improvements and has a positive impact on the quality of her provision. The childminder has improved the way she assesses children's learning, which has strengthened the quality of her teaching. However, her monitoring of children's progress is not sharply focused enough to help her promote rapid learning. She does not always quickly see where to provide sharp focus in her teaching or in the information she shares with parents. In addition, she cannot rapidly evaluate the impact of her practice and respond quickly to improve the quality of her teaching even further.

## Setting details

<b>Unique reference number</b>	502162
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	869158
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	18 August 2009
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Marton, Blackpool. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3.

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