

Childminder Report

Inspection date

15 June 2016

Previous inspection date

3 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 childminder has built superb partnerships with parents. They comment that she frequently communicates with them and they feel very involved in children's learning and development.
- The childminder is passionate about her practice and she is motivated to improve. She is very reflective and has made significant improvements since her last inspection. The childminder gathers views of others to support her specific self-evaluation and she has clear targets for improvement.
- Children frequently explore shapes, sizes and counting as part of their play. The childminder teaches them to use mathematical language from an early age.
- The childminder knows precisely how to provide children with appropriate challenge and support. She makes learning fun and accessible for all and children feel a sense of pride and success.
- The childminder encourages children to persevere with physical tasks. She praises their efforts and they show motivation to succeed.
- Children behave very well for their ages and they are supported to develop an understanding of right and wrong. The childminder has clear expectations and she praises positive behaviour, such as good sharing of tools and equipment.

It is not yet outstanding because:

- The childminder is not yet highly effective in ensuring continuity in children's learning and development when they also attend other settings.
- On occasions, the childminder misses opportunities to ask children about how and why things happen and to encourage them to think about solutions to simple problems.

What the setting needs to do to improve further

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

- strengthen communication with other settings that children attend, and seek and share more precise information about their learning and development
- enhance children's ability to solve simple problems and ask even more questions that challenge them to think.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector jointly observed an activity with the childminder.
- The inspector held discussions with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of her assistant and adults living at the premises.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Lisa Bolton

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a good knowledge of current guidance about what to do if she is concerned about a child. She has robust policies and procedures in place to help to keep children safe. The childminder is well qualified and she undertakes additional training to support children's specific needs. She provides supervision for her assistant and ensures that she undertakes training, such as paediatric first aid. The childminder observes children carefully and constantly monitors their progress. She is highly effective in linking with parents and external agencies if children have gaps in their learning. The childminder creates termly assessment summaries of children's developmental levels. She identifies children's next steps in learning and routinely shares these comprehensive reports with parents. The childminder is proactive in providing parents and health professionals with the progress check for children aged between two and three years.

Quality of teaching, learning and assessment is good

The childminder knows children incredibly well and has a clear understanding of what children need to reach their next steps in learning. She plans experiences which meet the needs and interests of different children. The childminder has a good understanding of how children learn. She knows when to intervene and extend their learning and when to give them the space and freedom to explore. Children are very well supported to develop their communication and language skills. The childminder uses a range of highly effective strategies to help children's understanding and speech development. For example, she provides a well-paced narrative as she plays with them, emphasising key words for young children to hear. This helps support children with language difficulties to make good progress.

Personal development, behaviour and welfare are good

Children share strong emotional bonds with the childminder. They are highly responsive to her and she helps to inspire their confidence. Children look to her for support and guidance, which she willingly gives. The childminder uses information gathered from parents to help to settle children in. Children are given choices, and are encouraged to use their imaginations and develop their own ideas. The childminder provides a broad range of experiences and young children particularly enjoy sensory play. Children show good levels of independence, especially in care routines, such as washing their hands before mealtimes. The childminder has a good focus on helping children to learn about healthy lifestyles. She guides parents to provide a healthy diet for them and she encourages children to exercise and develop a love of the outdoors.

Outcomes for children are good

Children show high levels of concentration for their ages. They are highly motivated and consistently engaged. The childminder provides children with experiences and skills to effectively prepare them for school. Most children are working at expected levels of development and make good progress. Children who have special educational needs or disability make steady progress and gaps in learning are closing.

Setting details

Unique reference number	308556
Local authority	Lancashire
Inspection number	1043684
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	3 March 2014
Telephone number	

The childminder was registered in 1997 and lives in Lostock Hall. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and she is supported by an assistant. She provides for children who have special educational needs or disability.

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