

# Childminder Report

**Inspection date**

14 July 2016

Previous inspection date

5 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 implemented a range of effective strategies since the last inspection to drive improvement.
- The childminder effectively plans to meet children's needs and interests. She regularly assesses the progress children make and understands the importance of partnership working with other professionals.
- The environment is planned well to promote interest and challenge and enable children to access resources of their choice. This helps promote children's curiosity to play, explore and develop their independence skills effectively.
- The childminder is a good role model and provides children with clear and consistent messages to promote positive behaviour. Children's physical and emotional well-being are supported well.

### It is not yet outstanding because:

- The childminder does not maximise opportunities to promote information sharing and provide parents with information about ways they can continue children's learning at home.
- The programme of training and professional development is not highly robust and targeted to ensure that the quality of teaching and learning is constantly improving.

## 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 engage parents more fully in their child's learning and provide ideas to help them to continue their learning at home
- develop the programme of training and professional development and raise the quality of teaching and learning.

### 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 looked at a range of parental feedback documents and took account of their views.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of the procedures to follow, should she be concerned about a child's welfare and safety. Overall, some training attended has helped the childminder to understand the importance of reflecting on her practice. The childminder regularly seeks the views of children and parents, and checks the quality of provision and the progress children are making. She uses this information to drive improvement. Parents comment that they are pleased with the care the childminder provides and that their children are happy.

### Quality of teaching, learning and assessment is good

On the whole, the childminder works closely with parents and establishes children's achievements and interests from the start. She uses this information to plan a range of suitable activities that promotes all areas of learning. The childminder promotes children's language well in a variety of ways. For example, she uses role play to encourage children to talk about their experiences and to introduce them to new words. She provides a running commentary and asks questions, which contributes towards children's growing confidence in sharing their opinions. The childminder uses a range of effective strategies to support children's early mathematical skills. She provides resources that help children to explore, experiment and do things in their own way. Children 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 works with parents to find out children's care needs and routines. This helps children to settle in quickly. Children are independent learners. They are beginning to understand how to keep themselves safe and healthy and show increasing self-care skills. Children develop control as they use toys and equipment safely. They are provided with healthy and nutritious meals and have fun playing with vigour and energy, including outside in the fresh air. Children enjoy their time at the childminder's. They are confident, self-assured and emotionally well prepared for the next stage in their learning.

### Outcomes for children are good

Regular assessments are made to review children's progress and effectively plan to promote their next steps in learning. Children are making good progress towards the early learning goals and develop the skills and attitudes needed to be ready for school. They have an eager disposition towards learning. They enjoy plenty of choice throughout the day to promote their confidence and independence skills.

## Setting details

<b>Unique reference number</b>	EY418640
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1043570
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 February 2014
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Oswaldtwistle. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children.

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