

# Childminder Report

<b>Inspection date</b>	18 August 2016
Previous inspection date	19 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 demonstrates a commitment, overall, to improve the quality of the service she provides for children. Since her last inspection good progress has been made. Improvements in the way the childminder implements her procedures ensure that children are kept safe and their health effectively promoted. Her home provides children with a welcoming and stimulating place to be.
- Children respond with confidence to the childminder's gentle and playful manner. This helps them to feel safe and secure which promotes their sense of emotional well-being.
- Partnerships with parents and other settings are strong. The childminder shares valuable information with parents about their children's progress on a regular basis.
- The childminder is suitably qualified and experienced. Her teaching is good. She demonstrates a secure understanding of how children's play supports their learning and development. She undertakes regular observation and secure assessment. Children make good progress based on their unique skills and starting points.
- The childminder's culture of respect is reflected in the way she and members of her family interact with children. They are polite and courteous to the young children present, providing positive role models for the children to learn from.

### It is not yet outstanding because:

- The childminder does not yet fully evaluate the impact of the improvements she makes, in order to sharpen her focus on what she needs to do to assist her to raise all areas of her practice to the highest possible level.
- The childminder has not explored fully the ways to help children to extend their understanding of diversity.

## What the setting needs to do to improve further

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

- develop the way in which self-evaluation and reflection are used to assess the impact that the improvements have on the provision, and help identify areas for further development
- extend the experiences provided that help children strengthen their developing understanding of people, families and communities beyond their own.

### Inspection activities

- Prior to the inspection, the inspector viewed the childminder's last report. During the inspection, the inspector held several informal discussions, exploring her understanding of the requirements of the early years foundation stage.
- The inspector had a tour of the areas of the home and garden used for childminding purposes.
- The inspector observed the quality of teaching during activities and daily routines. He assessed the impact this has on children's learning.
- The inspector spoke with the children at appropriate times during inspection. He looked at children's registration records and planning documentation. He checked evidence of the qualifications and the suitability of those present in the home. The inspector also discussed the arrangements for self-evaluation.
- The inspector reviewed written feedback provided by parents.
- The inspector checked the arrangements for first-aid trained adults and their deployment.

### Inspector

Frank Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well organised and has taken steps to address the safety and organisational issues raised at the last inspection. Children's access to the stairways are now restricted and she has made improvements so children can now play safely in the garden all year round. Overall, the childminder demonstrates her commitment to developing her service. Recent improvements include undertaking a range of training and reorganising and increasing the range of equipment that children can choose from, as they play. The arrangements for safeguarding are effective. The childminder has a secure understanding of how to report any concerns she may have about the welfare of a child. The childminder monitors children's progress soundly to ensure that any gaps in their development are swiftly identified.

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

The childminder makes effective use of the information she gains from parents to help her to plan activities that capture and build on children's experiences at home. For instance, she provides water play and uses farm animals to help children develop their imaginative play and speaking skills. Children delight in sharing a book and making animal noises. This helps them develop their future literacy and understanding of the world. Children problem solve and develop their resilience to try, as the childminder gently encourages them to try again when slotting the jigsaw pieces into the inset board. The childminder is responsive to children's play. She encourages them to make marks with chalk and introduces early counting as she counts as they play. Children enjoy her company and seek her to support their play.

### Personal development, behaviour and welfare are good

The childminder supports parents and children very well to help them prepare for changes, such as going to school. Children's health is effectively promoted, as the childminder follows good routines for nappy changing. Children have their own hand towel and are supported to clean their hands and face, before and after they eat. As children play, they are encouraged to use tissues and dispose of them in the bin. Younger children master self-help skills and the childminder encourages them to hold their own cup and provides a spoon for them to feed themselves. She offers a range of foods to encourage children to eat a varied diet, including salad and vegetables. The childminder has some resources that, generally, help introduce children to families and cultures beyond their own.

### Outcomes for children are good

Children are confident and eager to explore their world. They make marks with chalk then wipe them away and repeat the activity. They build with blocks and enjoy imaginative play as they pretend to prepare meals using the wooden play food. They test things out, such as knocking toys together to listen to the sound. Children have a secure understanding of the role technology plays in their world. They hold the phone to their ear and say hello. They are alert that the doorbell means someone has arrived. Children develop the skills they need for their next stages of their learning and for school well.

## Setting details

<b>Unique reference number</b>	EY401743
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1043661
<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>	1 - 1
<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>	19 February 2014
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Padiham, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for a week at Christmas, bank holidays and family holidays. The childminder provides funded early education for two- and three-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.

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