

Childminder Report

Inspection date

27 September 2016

Previous inspection date

4 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 truly dedicated childminder shows a high aspiration to improve. Her continual evaluations of practice, focused training and research help to ensure that children have access to good quality care and learning.
- Children have access to extremely appealing environments both indoors and outside. They are inspired to play, learn and develop in a calm and relaxed atmosphere where they flourish and thrive. The childminder's continued positive praise contributes towards children becoming confident and assured.
- The quality of teaching is good. Individualised planning is tailored to children's needs and takes account of recent learning from home. This contributes towards all children making good progress in their learning and development.
- Partnerships with parents are superb. The childminder keeps parents informed of their children's learning and progress at every possible opportunity. Her informative learning leaflets, story sacks and 'time together at home book' provide innovative ideas to help parents extend children's learning at home.
- The childminder is a good role model. She teaches children about the importance of helping others and prompts good manners through effective techniques, such as using 'magic words'. Children quickly adopt these principles. They take pride in helping others to complete simple tasks and demonstrate impeccable manners during play.

It is not yet outstanding because:

- The childminder sometimes does not re-engage young children in play well enough following meals while still sat in their high chair.
- The childminder does not provide enough ways for all children to share their similarities and differences to extend their awareness of people, families and communities beyond their own.

What the setting needs to do to improve further

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

- respond more swiftly and precisely to re-engaging children in play following daily routines, such as snack and lunch time once they have finished their food and show they are ready to do so
- provide more ways for all children to share their similarities and differences and help them to gain a more in-depth understanding of people, families and communities beyond their own.

Inspection activities

- The inspector had a tour the areas used for childminding.
- The inspector conducted a joint observation with the childminder during a planned activity outdoors.
- The inspector observed children during their freely chosen and routine activities.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector examined a range of documents. These included a record of the childminder's qualifications and training, policies and procedures, health and safety documents, children's observation and assessment records and self-evaluation documents.
- The inspector took account of the views of parents from comments noted on recent reference letters and parent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder's continued high level of training and regular research contribute towards her having a good understanding of the procedures to follow to protect a child's welfare. The childminder is vigilant. Children are supervised well, being within sight and hearing at all times. Any potential risks that arise are quickly minimised. For example, the childminder has put in place alternative safety measures to secure the gate following the growth of children. Self-evaluation is inclusive. Parents very clearly value the care that their children receive and feedback from them is very positive. They report that, 'The childminder's attention to detail is second to none' and, 'Children are very happy and comfortable in her care'. The childminder liaises with other childminders to discuss good practice ideas to help her improve her practice and provision.

Quality of teaching, learning and assessment is good

The childminder's high-quality teaching helps children to make good progress. She uses information from her accurate observations and assessments to monitor children's development and to swiftly identify what they need to learn next. The childminder reads with enthusiasm. She uses the tones in voice to best effect, to help engage and enthuse children's interest in books and stories. Children listen carefully and respond well, joining in with repeated refrains. This helps them to develop good communication and language skills. Children delight in the experience of emptying and filling containers with sensory materials, such as sand, to develop good physical skills. They demonstrate good social skills when working together with others to achieve a desired goal. The childminder forms good links with other settings to help promote continuity of children's care and learning.

Personal development, behaviour and welfare are good

The childminder forms good relationships with children from the outset. She gathers detailed information from parents to help ensure she knows each child's routine well. Children are settled for sleep when they are ready and areas are calm, soothing and relaxing. Children are confident to make their own independent choices during play. The childminder promotes high standards of hygiene practice. For example, children eagerly join in with familiar songs during tasks, such as handwashing. They readily recognise that they are to wash their hands for the length of the song to help ensure their hands are clean. The childminder makes excellent use of her appealing outdoor area to promote children's good health. For example, children readily explore bubbles in water and take interest in exciting areas, such as the 'fairy garden' and frog pond. Effective strategies, such as the 'kindness tree' help children to adopt kind and considerate attitudes.

Outcomes for children are good

All children make good progress and are developing the skills to support them in their move on to nursery and school. Children express that they are happy and clearly enjoy the activities on offer. They demonstrate a desire to explore freely and independently. Children enjoy the company of others and demonstrate good listening skills. They are confident to make their needs known and make decisions for themselves. Children show interest in using materials to make marks and begin to count with some numbers in order.

Setting details

Unique reference number	EY402724
Local authority	Cumbria
Inspection number	1065458
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	4 April 2013
Telephone number	

The childminder was registered in 2010 and lives in Penrith. She operates all year round from 7.30am to 6pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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