

Childminder Report

Inspection dates

Previous inspection date

8 November 2016 - 11 August 2016

18 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 childminder creates a welcoming and well-organised environment inside and out. Children develop a strong sense of belonging, having their own space to keep their possessions. Family photos on display help to support children's emotional well-being.
- The childminder works closely with parents to support children's progress. For those children learning English as an additional language, she seeks information from parents about their language and culture. Parents are highly complimentary regarding the service she provides.
- Children make good progress in their education. The childminder effectively gathers information from parents when children first start. She subsequently completes observations and assessments on children at play. These are used effectively to track children's progress in their learning and development.
- The childminder successfully supports younger children to manage their feelings and behaviour. She is a good role model. Older children are polite, well-mannered and respectful when they return from school. Their behaviour is very good.
- The childminder identifies her strengths and areas that she would like to improve. She effectively takes account of parents' views and children's needs.

It is not yet outstanding because:

- The childminder does not incisively plan activities and experiences that challenge children to reach even higher levels of learning.
- Training and professional development are not always targeted by the childminder to focus on building specific skills in teaching and raise the quality of teaching even further.

What the setting needs to do to improve further

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

- strengthen the planning of activities that offer challenges and experiences that help children reach even higher levels of learning
- extend the use of more targeted professional development opportunities and strengthen existing knowledge and teaching skills further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder at times that were convenient to her. She looked at relevant documentation, such as the childminder's self-evaluation, children's assessments, planning and health and safety documents.
- The inspector checked evidence records of the suitability of the childminder and other household members.
- The inspector viewed feedback from parents and took account of their views.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of the signs and symptoms of abuse. She knows how to follow up any concerns regarding a child's welfare. Her home is safe and secure. Thorough risk assessments help her to minimise any risks and children are taught to take care of themselves and others. The childminder has a positive attitude towards raising outcomes for children. For example, she regularly talks to local authority professional advisors and childminding colleagues. These discussions help her to keep up to date with any changes to regulations. The childminder tracks children's development using an electronic device. She has a good understanding of what to do should any gaps in children's learning be identified.

Quality of teaching, learning and assessment is good

The childminder provides a very good variety of stimulating and innovative resources and experiences that stimulate and motivate children to play. Young children focus well, developing their concentration and hand-to-eye coordination. For example, they delight in posting straws into holes in a container. The childminder encourages children to make independent choices when choosing songs and rhymes, such as selecting nursery rhyme characters painted on wooden spoons. The childminder promotes early literacy well, providing a good range of books and reading resources that stimulates children's interest and imagination. Children revel in exploring paint. They use their hands and other tools to express themselves and be creative. The childminder gives children time to develop their own ideas to help them to get the most out of their experience.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's home. They build secure emotional relationships with her as she nurtures their confidence and self-esteem. Children are provided with nutritious meals and snacks. Older children help to make their own meals and learn about making sensible food options. The childminder teaches children to follow good hygiene routines. She makes learning fun for younger children, combining handwashing with water play and bubbles. Children have regular opportunities to play outdoors and benefit from fresh air and exercise. The outdoor play area is well resourced and an exciting place for children to play. In addition, the childminder organises outings, such as trips to the farm, walks to school and visits into the local community.

Outcomes for children are good

Children make good progress and are very well prepared for their next stage of learning and school. This includes those children who speak English as an additional language. Children have a desire to learn, listen well and enjoy exploring. They develop good physical skills, using tools confidently. Their imaginative skills are supported well and children make links with home experiences, such as in role play. Young children's exploratory play is triggered by their own interests. They are curious and enjoy exploring and looking at books. Children see words in the environment and learn that text carries meaning. They discover number and shape, developing early mathematical skills.

Setting details

Unique reference number	EY453438
Local authority	Cumbria
Inspection number	1066320
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	18 April 2013
Telephone number	

The childminder was registered in 2012 and lives in Penrith, Cumbria. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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