

# Childminder Report

**Inspection date**

15 December 2016

Previous inspection date

2 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 well qualified and experienced childminder is knowledgeable about how children learn and the quality of her teaching is good. She encourages children's learning through well thought out activities that match children's interests and ability. This helps children make good progress in their learning.
- The childminder is very loving and caring towards children. She builds warm, close attachments with children, which gives them a strong sense of security. She gets to know them well and spends time involved in their play and supporting them during activities.
- Children's communication and language skills are supported well. During play, the childminder constantly talks to the children, encourages conversations and introduces new words to extend their vocabulary.
- The childminder and her co-childminder regularly attend mandatory and additional training. This enhances their knowledge and improves the quality of childcare provision, teaching and opportunities they offer children.

### It is not yet outstanding because:

- Partnerships with the other settings and local schools that children attend do not focus enough on the sharing of information about their learning and development to support them to make the best possible progress.
- The childminder has yet to explore even further ways to involve parents in sharing information about what children achieve in the home.

## What the setting needs to do to improve further

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

- strengthen partnerships with other settings that children attend and extend the two-way flow of information about their learning and development to support them to make the best possible progress
- explore further ways to involve parents in sharing information about what children achieve in the home so that this can be used to enhance the accuracy of assessment.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside and assessed the impact this has on children's learning.
- The inspector viewed the areas in the home used for childminding and spoke with the children attending.
- The inspector discussed the activities children took part in during the inspection.
- The inspector held a meeting with the childminder. She looked at relevant documentation, children's records, policies and procedures and evidence of the suitability of the co-childminder and assistant. The inspector also discussed the childminder's self-evaluation.
- The inspector read statements provided by parents and took account of their views.

### Inspector

Carys Millican

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a good understanding of her role and the procedures to follow if she has a concern about a child's welfare. Children are kept safe and secure. All documents, records, and policies and procedures are implemented by the childminder and ensure the smooth running of the provision. Risk assessments are in place to minimise potential hazards in all the areas children have access to. The childminder works closely with her co-childminder. Together, they evaluate the service they provide, share good practice and make improvements that ensure that they continue to provide a high-quality service for parents.

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

The childminder sensitively interacts with children during their play and they enjoy chatting with her. She listens to what children say and when questioning them she gives them plenty of time to put their thoughts into words. The childminder skillfully promotes their communication and language, for example, by introducing new words to extend their vocabulary. The childminder plays alongside children, repeating what she hears them say so that they hear the correct pronunciation. She plans interesting activities that encourage children to use their senses. For example, orange and almond essence is added to the modeling dough and children excitedly smell it, trying to guess what the scent is. Children enjoy playing outside in the garden, where they ride wheeled toys and enjoy sand and water play. They also develop their physical skills while attending soft-play facilities and during visits to the park.

### Personal development, behaviour and welfare are good

The childminder helps children to learn about keeping themselves healthy and effectively promotes their independence. For example, children are encouraged to collect their own plates and cups at snack time and spread cheese onto their crackers. Children confidently put on their coats and shoes before going outside and older children change out of their school uniform with ease. All children are keen to share small tasks, such as tidying up. They learn to be kind and considerate to others, particularly with the younger, less-mobile children. The childminder teaches children how to keep themselves safe on outings and visits into the community. She constantly praises them for their efforts and continues to promote their good self-esteem and excellent behaviour. The childminder provides opportunities for children to play in larger groups and extend their social skills.

### Outcomes for children are good

Children are highly motivated and enthusiastic in their play. They are confident to make choices and take the lead in activities. Children show determination to manage tasks for themselves. Children learn to share and take turns and develop a positive and kind attitude to others. All children make consistently good progress in their learning in relation to their starting points. They develop the skills and attitudes to help them prepare for their future move on to school.

## Setting details

<b>Unique reference number</b>	316905
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1064051
<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>	0 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	2 May 2013
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in Brampton, Cumbria. The childminder works on her own in her own home. She also works alongside another registered childminder or jointly with an assistant in the co-childminder's home. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3.

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