

Childminder Report

Inspection date

13 November 2017

Previous inspection date

10 March 2014

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 is qualified and well experienced. She creates a vibrant, welcoming and homely environment, where children can freely select toys and resources. Children are confident and thoroughly enjoy their time with the childminder.
- The quality of the childminder's teaching is good and at times is very good. She makes good use of her high-quality interactions with children, as she supports and guides children's learning based on their interests.
- Partnerships with parents are very strong. Many of the parents view the childminder as an extension of their family unit and keep in close contact, even when their children grow older and leave her care. Parents are fully involved in their child's learning journey. They receive a very detailed written account of their child's day so they can support their learning at home.
- Children's good health is successfully promoted. They make healthy food choices and the childminder provides nutritious snacks, drinks and home-cooked meals.
- The childminder gathers the views of parents and children and takes their opinions into account.

It is not yet outstanding because:

- The childminder has not reflected on additional ways to precisely enhance her programme of continuous professional development.
- The information that the childminder gathers from parents when a child starts attending is not focused enough on children's learning.

What the setting needs to do to improve further

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

- use self-evaluation more effectively to help to identify areas of practice for improvement and inform sharply focused professional development
- enhance systems for gathering information from parents about children's learning when they start to attend.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of policies, including risk assessments and children's assessment records, and discussed the systems for planning children's play experiences.
- The inspector checked evidence of the childminder's training, qualifications and the suitability of the household members.
- The inspector took account of the views of parents in written form during the inspection.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is confident about the action to take to safeguard and protect children in order to keep them safe. The childminder completes risk assessments of her home and the array of outdoor adventures she takes children on. This helps to keep children safe. The childminder makes good use of supportive guidance documents and her policies and procedures, to ensure every child receives tailored care and learning. She works closely with other early years professionals, sharing hints and tips to support and guide each other's practice. She observes children to track their progress and promptly identifies any gaps in learning. The childminder knows how to link with parents and other professionals as needed, to help children to progress.

Quality of teaching, learning and assessment is good

The childminder has a very good understanding of how children successfully learn through a well-balanced mix of adult-directed and child-initiated play experiences. She skilfully weaves what children need to learn next into an array of stimulating activities. This helps to secure the good progress children make in their learning. Children consistently demonstrate a very positive attitude towards learning. They are confident individuals, who naturally have a go. Children enjoy experimenting with windmills and discussing the wind and the changing weather. Children respond eagerly to the childminder and regularly invite her into their play. For example, there is much laughter as they dig in the garden and blow bubbles. They challenge each other to blow more bubbles and count them as they do. The childminder makes excellent use of community facilities to complement the learning that takes place in her home.

Personal development, behaviour and welfare are good

Children develop very secure emotional attachments with the childminder and respond well to her genuine affection. This fosters their well-being effectively. The childminder recognises children's different personalities, interests and capabilities, and successfully meets their different needs. Children show strong independence and self-care skills. The childminder works closely with parents to ensure that children are offered continuity in their care practice and routines. Children's behaviour is exceptional. They are polite and courteous to each other and show sincere affection for each other. Children are guided by the childminder who is a very strong role model. Children have lots of opportunities to be physically active as they play in the garden and visit places within the community.

Outcomes for children are good

Children easily move freely between the playroom and living room, choosing where they wish to play. This helps to promote children's independence and supports them to become active learners. Children's early literacy skills are developing well. Children sit closely with the childminder to listen to stories. They enjoy drawing and making marks on paper and chalk boards. Children make good progress from their starting points and are emotionally well prepare for starting school, with essential skills.

Setting details

Unique reference number	502171
Local authority	Lancashire
Inspection number	1101864
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	5
Name of registered person	
Date of previous inspection	10 March 2014
Telephone number	

The childminder registered in 2001. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

