

Childminder Report

Inspection date	30 November 2017
Previous inspection date	17 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 experienced childminder shows a true commitment to her role. Her regular and detailed evaluations of practice take account of the views of children and parents and are focused intently on providing high-quality care and learning.
- The friendly childminder welcomes children with open arms. She is highly responsive to children's physical and emotional needs. Effective strategies, such as creating calm and relaxing sleep areas and the offering of favourite comfort items in times of need, contribute towards children feeling comfortable and happy in their surroundings.
- The well-qualified childminder observes children closely and tunes in to what they know and enjoy. She uses this information, together with her good knowledge of child development, to enhance play and experiences. These help to engage children's interest and motivate them to extend their knowledge and skills. Children make good progress.
- Partnerships with parents are good. The childminder makes time to share children's learning and progress. Effective strategies, such as shared resources, provide opportunities for children to consolidate and extend on their learning at home.

It is not yet outstanding because:

- Some assessments are not rigorous enough to highlight the broader achievements of each child to support them in making the highest possible rate of progress.
- The childminder has not explored a wide range of professional development that is sharply focused on enhancing the quality of teaching and learning for younger children.

What the setting needs to do to improve further

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

- strengthen assessments and use more rigorous and precise methods to more clearly highlight the broader achievements that children are making so that all of them are helped to make the highest rates of progress
- extend the programme of professional development so that it focuses more precisely on enhancing teaching and learning for younger children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at evidence of suitability, policies and procedures, health and safety documents, children's learning files, a record of the childminder's qualifications and training and the provider's self-evaluation documents.
- The inspector took account of the views of parents from comments noted on recent feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Regular safeguarding training and informative updates help to ensure that the childminder has the most up-to-date knowledge of child protection procedures. Risk assessments are comprehensive. The childminder takes effective steps to minimise any potential hazards. For example, she encourages children to help to tidy away toys regularly to prevent any slips, trips and falls occurring. The childminder gathers detailed information from parents about children's health needs, such as food allergies. She is mindful of the ages of children attending and applies more stringent supervision around routines, such as lunchtime, to help keep children safe. Partnerships with local schools are good. The childminder encourages children to share their learning from school. She provides a good range of activities to complement children's learning.

Quality of teaching, learning and assessment is good

Overall, activities are challenging, enjoyable and support what children need to learn next. Children delight when exploring books that reflect their current interest of prehistoric animals. The childminder engages well, knowing just the right time to intervene and move play on. For example, she encourages children to turn the pages from left to right to aid good reading skills and prompts them to repeat new words to help to develop the breadth of their vocabulary. The childminder's good use of mathematical language during play contributes towards children acquiring an early awareness of the language related to size. Engaging experiences, such as walks out in the local community, are used well to teach children about different occupations and environmental changes.

Personal development, behaviour and welfare are good

The childminder forms secure attachments with each child. Her positive praise and supportive nature helps children to develop high levels of self-confidence. The childminder encourages children to adopt safe behaviours. For example, she sensitively discourages children from carrying out actions, such as putting toys into their mouths, to help them to acquire a good knowledge of how to keep themselves safe. The childminder provides opportunities for children to play outdoors. She uses resources, such as role-play materials, to help children to distinguish between healthy and unhealthy foods. The childminder uses valuable praise methods that are linked to those used at school. These help children to adopt helpful and respectful attitudes in preparation for their move.

Outcomes for children are good

All children make good progress and gain the skills they require for their next stage in learning, including nursery and school. Children express that they are happy. They explore freely and make their own independent choices. Children show an interest in what others are doing and are confident to join in. They repeat new words with autonomy and copy familiar expressions to find out information. Children exhibit a good knowledge of how to operate simple equipment and take an interest in small-world play. Children are caring, patient and respectful. They play cooperatively with their peers.

Setting details

Unique reference number	316883
Local authority	Cumbria
Inspection number	1064050
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	17 April 2013
Telephone number	

The childminder registered in 1996. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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