

Childminder Report

Inspection date

26 February 2018

Previous inspection date

19 December 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 dedicated childminder shows a true commitment to her role. She provides a home-from-home environment where children feel free to express their personality and character. This helps children to flourish as confident and independent individuals and supports them to gain the skills they require for their next phase of learning.
- The well-qualified childminder aspires to improve. Sharply focused training and meetings with other providers to share good practice ideas are focused intently on helping to ensure that children have access to high-quality care and learning.
- The childminder leads by example. Her supportive and encouraging nature is filtered through her positive interactions. This contributes towards children developing the ability to resolve their own conflicts and find a compromise during play.
- The childminder provides a good range of fun experiences for children to engage in that covers many aspects of learning, incorporates their interests and builds on what they need to learn next. Overall, this aids children's all-round development and learning and helps to ensure they make continued good progress.

It is not yet outstanding because:

- On occasions, the childminder does not fully use some opportunities that arise during play to extend older children's awareness of numbers and shapes further.
- The childminder does not fully help children to gain a greater awareness of why they carry out certain tasks, such as washing their hands and eating a healthy and balanced diet, to aid their understanding of what keeps them safe and healthy.

What the setting needs to do to improve further

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

- enhance opportunities that arise during play to extend older children's awareness of numbers and shapes to a higher level
- help children to gain a greater awareness of why they carry out routine tasks, to enhance their understanding of what keeps them safe and healthy.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and the childminder jointly evaluated an activity.
- The inspector looked at evidence of suitability, a record of the childminder's qualifications and training, policies and procedures, health and safety documents, children's observation and assessment files and 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. The childminder completes regular safeguarding training. This helps to ensure that she has the most up-to-date knowledge of the procedures to follow to protect children's welfare. Any potential risks are swiftly identified and minimised. The childminder is continually mindful of the ages of children she is caring for and implements fitting safety measures in support of this. For example, she ensures that stair gates remain closed when caring for younger children to help prevent any accidents occurring and leaves these open when caring for older children to help to promote independence. Effective tracking is used well to identify any gaps in children's learning and secure timely interventions. The childminder is a reflective practitioner. Her detailed and inclusive evaluations are clearly focused on helping to raise outcomes for children.

Quality of teaching, learning and assessment is good

High-quality observations and assessments clearly capture children's achievements and identify what they need to learn next. Children enjoy acting out a narrative, such as when using construction materials to create a pirate ship. The childminder's high expectations and good interactions help children to communicate their ideas, play collaboratively and develop good imaginative skills. Children reflect on the breadth of their own experiences and use available resources to re-enact games, such as bowling. The childminder is on hand to provide additional challenges, such as encouraging children to roll resources into a container, to help to advance their physical skills. Effective strategies are used to keep parents and teachers from nursery informed of children's ongoing learning and progress.

Personal development, behaviour and welfare are good

The childminder forms a close bond with each and every child. She takes a special interest in children's home lives and encourages them to share information about themselves, their wider family and any special events, such as birthdays. This helps to extend children's knowledge of people and communities beyond their own. The childminder encourages children to be active. For example, children learn to move in a variety of ways during visits to places, such as soft play centres and local parks. The childminder offers increased support and reassurance in times of need, such as when children become tired or ahead of their move on to school, to help them to feel assured.

Outcomes for children are good

All children make good progress. Young children are confident to take a leading role and initiate their own play themes. They express a desire to construct with a purpose in mind and maintain attention for lengthy periods of time. Older children hear and say the initial sounds in some words and form recognisable letters when writing their name. They clearly communicate their needs, opinions and interests to others. All children are clearly happy and form good relationships with the childminder and their peers. They attend to their own personal care needs and show confidence in asking for help with more complex tasks, such as when dressing up. Children are well-prepared for their move on to school.

Setting details

Unique reference number	403505
Local authority	Lancashire
Inspection number	1103790
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	19 December 2014
Telephone number	

The childminder registered in 2001. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

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