

Childminder Report

Inspection date

7 June 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 shows admirable enthusiasm and a true commitment to extend on her good knowledge and skills. Her inclusive evaluations of practice and customised training and research are sharply focused on providing high-quality care and learning.
- The dedicated childminder cherishes each and every child. She welcomes children into a homely, inspiring and safe environment where they flourish and thrive. Children receive a great deal of encouragement and praise for their efforts. This helps children to acquire high levels of self-confidence and adopt a positive can-do attitude.
- The well-qualified childminder tunes in to what children know and enjoy. Her engaging learning experiences swiftly encompass children's current interests from home and largely support what they need to learn next. Children make sustained good progress.
- The childminder creates a very calm and nurturing environment. She is highly responsive to children's physical needs. Comforting techniques, such as dimming lights and playing soft background music, help to soothe children off to sleep when they become tired. Children are comfortable in their appealing and homely surroundings.

It is not yet outstanding because:

- The childminder does not share enough in-depth information about each child with other associated early years providers, to promote the highest levels of continuity.
- Occasionally, the childminder does not grasp opportunities to advance further children's early counting skills and use of mathematical language as these arise during play.

What the setting needs to do to improve further

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

- strengthen the good partnerships with other early years providers that children attend and share more regular, direct and in-depth information about their care and learning, to promote the highest levels of continuity
- seize more opportunities to expand on children's early counting skills and use of mathematical language as these arise during play.

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 childminder jointly evaluated an activity outdoors.
- The inspector looked at evidence of suitability, a record of the childminder's qualifications and training, policies and procedures, health and safety documents, and children's learning files. She discussed self-evaluation with the childminder.
- The inspector took account of the views of parents from comments noted on recent reference letters.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of the procedures to follow to protect children's welfare. She is extremely safety conscious. Risks are readily identified and minimised, and she takes account of any changing factors. For example, during periods of hot weather, the childminder monitors temperatures very closely and ensures that children are not exposed to the sun during peak times. This helps to keep children safe. Overall, partnerships with parents and others are good. Children's progress is monitored very closely and early interventions are timely. Efficient interim measures, such as purposeful talk tasks, are tailored to children's needs and help to ensure that any emerging gaps in children's speech and language development are quickly closed.

Quality of teaching, learning and assessment is good

The childminder invites children to take part in exciting activities that promote their strong exploratory impulses. For example, children are eager to explore various materials, such as sand, water and foam, using their senses. They respond well to thought-provoking questions and identify common links between materials, such as foam and sun cream. The childminder swiftly builds on children's interests from home. For example, she encourages children to wheel various vehicles through the foam, to observe the marks that these make. The childminder is passionate about making learning enjoyable. For example, during story sessions she uses unique and interactive methods, such as tickling, in line with the events of the story, to maintain children's attention and encourage their active involvement. Parents are kept well informed of children's learning and progress.

Personal development, behaviour and welfare are good

The warm and caring childminder forms a close bond with each and every child. She encourages children to voice their own opinions, to be open minded, and to be kind and respectful towards others. This contributes towards children adopting caring, empathetic and courteous attitudes. The childminder engages children in local outdoor initiatives to help to promote their good health. For example, children delight when meeting the local park ranger and adopt a sense of community spirit when helping to care for plants, to rejuvenate their local green spaces. Attendance at various social groups helps children to develop the ability to form early friendships in preparation for their move on to school.

Outcomes for children are good

All children make good progress and gain the skills they require for their next phase of learning. Children are confident to make their own choices and show a willingness to complete tasks independently. They competently connect different construction materials together. Children show interest in technology resources, such as a cash register and scanning device. They demonstrate their good knowledge of how these work based on their own first-hand experiences. Younger children in receipt of funding use helpful visual aids to communicate their needs more freely. They quickly develop the ability to speak in clear, short sentences. Children of all ages are sociable and display impeccable manners.

Setting details

Unique reference number	EY499162
Local authority	Blackpool
Inspection number	1048411
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016 and lives in Blackpool. The childminding provision is known locally as Honey Bees Childcare. The childminder operates all year round, from 8am to 6pm on Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 5.

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 2018

