

# Childminder report

<b>Inspection date</b>	26 October 2018
Previous inspection date	23 December 2014

<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 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

### The provision is good

- The enthusiastic childminder aspires to help children to develop to the best of their abilities. She thinks 'outside of the box' to help ensure that planned experiences are challenging, exciting and largely, well matched to children's current interests and learning needs. All children make good progress in their learning and development.
- Self-evaluation is inclusive and focused intently on helping to raise outcomes for children. Play areas, such as the outdoors, have been greatly enhanced to help embrace children's inborn exploratory impulse and spark their curiosity and imagination. Children are very happy and content in their charming and captivating surroundings.
- The childminder advocates an inclusive ethos. She teaches children the importance of different individuals valuing each other regardless of skin, intellect, talent or years. Meaningful enhancements, such as the newly built teepee, contribute towards children gaining a superb knowledge of different cultures, traditions and ways of living.
- The childminder listens astutely to children. She invites them to be involved in making key decisions, such as expressing their own ideas about where they wish to play next. This helps children to flourish with confidence and adopt a high sense of self-worth.
- Children's safety and welfare are acutely considered. Systems, such as closed circuit television, contribute towards the remarkably safe and effective supervision of children.

### It is not yet outstanding because:

- The range of continuous professional development opportunities are not yet focused sharply enough on helping to raise the quality of teaching to an outstanding level.
- At times, the childminder does not provide enough opportunities for younger children to carry out more complex tasks alone to help build on their current skills.

## What the setting needs to do to improve further

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

- explore a wider range of continuous professional development that is more sharply focused on raising the quality of teaching to an outstanding level
- extend opportunities for younger children to complete more complex tasks unaided to help them to advance their physical skills and gain an early understanding of how to manage their own safety needs.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside and assessed the impact this has on children's learning and development.
- The inspector spoke with the childminder, the childminder's assistant and children at appropriate times during the inspection.
- The inspector and the childminder jointly evaluated a planned activity.
- The inspector looked at relevant documents, such as evidence of suitability for those living and working on the premises, children's learning files, self-evaluation documents and qualifications and training records for the childminder and her assistants.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent reference letters and feedback forms.

### Inspector

Charlotte Bowe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistants have a good knowledge of child protection procedures, including when to contact other agencies, such as Ofsted or the police. Recruitment and induction procedures are safe and effective. The childminder works together seamlessly with her assistants. She arranges regular supervision meetings that focus on what her assistants do well and what needs to be improved. Stringent policies and procedures are correctly followed to ensure that underperformance is tackled swiftly. The childminder takes effective steps to minimise any potential hazards. For example, at snack time, she cuts up foods, such as grapes, into manageable pieces to prevent the risk of choking. Children's progress is monitored closely and any gaps in learning are quickly supported and closed.

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

The well-qualified childminder observes children closely to tune in to what they know and enjoy. Learning experiences are largely based on what children need to learn next. For example, the childminder invites children to engage in experiences that bring them together with others to promote their early social skills. Younger and older children enjoy working together to explore the sounds that different musical instruments make. They revel in opportunities to join in with familiar action songs that help to advance their good communication and language skills. The childminder uses effective strategies to engage parents in their children's learning. For example, the implementation of a shared learning log helps to keep parents informed of the activities children have engaged in and actively encourages them to share children's learning and achievements from home.

### Personal development, behaviour and welfare are good

The childminder and her assistants form a secure bond with each and every child. They welcome children with a friendly smile and create a calm and relaxing ambience where they feel comfortable and at home. The childminder provides innovative experiences that help children to adopt healthy and active lifestyles. For example, children actively exercise during their regular fitness classes and enjoy walks in their local woodland areas to collect autumnal objects, such as conkers. The childminder forms good links with local schools. She shares detailed information with teachers to help complement learning for those children attending before and after school and during the school holidays.

### Outcomes for children are good

Younger children are fascinated by their appealing surroundings and begin to make believe by pretending when playing in areas, such as the role-play cafe. They enjoy listening to stories and maintain attention for lengthy periods for their age. Older children, who attend during the school holidays, enjoy searching for shapes in their natural world and readily identify a number that is two more than a given number. Children who speak English as an additional language communicate freely and fluently. All children are friendly and form special connections with their peers. They are polite, well mannered and share and take turns without prompt. Children are independent and motivate learners. They gain the skills they require for their next stages of learning.

## Setting details

<b>Unique reference number</b>	EY437816
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10069094
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	23 December 2014

The childminder registered in 2011 and lives in Blackpool. She works together with a regular assistant each day and has a bank of 3 other registered assistants who work with her occasionally and at different times. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate childcare qualification at level 3 and her regular assistant holds an appropriate qualification at level 6.

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