

Childminder report

Inspection date	5 November 2018
Previous inspection date	27 November 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 childminder has reflected on the weaknesses raised at the last inspection and has taken steps to improve her practice. For example, the childminder has joined a training programme and has utilised the online training and support, networking opportunities and educational resources available. Training on schemas has helped the childminder to better understand and support children's learning. The childminder is committed to making ongoing improvements to her provision.
- The childminder offers a welcoming, home-from-home environment where children very much enjoy their time. The childminder gets to know the children well, supporting secure attachments and promoting children's well-being. As a result, children are confident, self-assured and motivated to learn.
- Children have wonderful opportunities to learn about and celebrate each other's differences. They enjoy participating in charitable events, for example, helping to make care packages for poorly children in hospital and taking part in fundraising walks.
- The childminder observes children's play and assesses their learning well. Play experiences and activities build on what children need to learn next and offer them good levels of challenge.
- Partnership working is strong. Parents are highly involved in their children's learning, including contributing to assessments and continuing learning at home. The childminder shares all learning and development information with parents and uses observations of learning and achievements made at home, to inform her planning. This collaborative approach to children's learning greatly impacts on their progress.

It is not yet outstanding because:

- Some of the strategies the childminder uses to support children's early reading skills are not always successful in helping children develop an awareness of the sounds letters represent.

What the setting needs to do to improve further

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

- strengthen support for children's early reading skills.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried a joint observation with the childminder and assessed the accuracy of her evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documentation, including required assessments of children's learning, training certificates and children's records.
- The inspector checked evidence of suitability of household members.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her safeguarding knowledge up to date and is vigilant in recognising potential signs of abuse. She is aware of the duty to prevent children from being drawn into situations that may put them at risk from harm. The childminder knows the children well and understands where they are in their learning. This helps her to identify any gaps in their development and provide additional support where necessary. The childminder uses her assistant when required. She ensures her suitability through relevant checks and provides feedback on practice where necessary. The childminder is aware of the importance of working in partnership with other professionals, when needed.

Quality of teaching, learning and assessment is good

Children benefit from the effective balance of child-led and adult-initiated play. The childminder seizes opportunities during children's freely chosen play to support and extend their learning. For example, during play with bricks, the childminder joins in by introducing an activity involving matching patterns and counting with the bricks. She talks continually to the children about what they are doing and models mathematical language very well. Children thoroughly enjoy listening to their favourite story, 'The Stick man'. The childminder encourages children to join in with the parts they know and talk about what's happening in the story. Later, they make their own stick men and explore the real sticks they collected. The childminder provides a range of opportunities for children to build upon their learning and develop new skills.

Personal development, behaviour and welfare are good

The childminder is lively and animated, which creates an energetic atmosphere. Children behave well and demonstrate friendly and respectful relationships with each other. The childminder is a good role-model, offering of lots of praise for children's efforts and achievements. She promotes a can-do attitude, encouraging children to try, persist and overcome challenge. Children follow good hygiene routines as they wash their hands before snack and lunch and after going to the toilet. The childminder ensures children keep hydrated as she regularly offers them drinks. They pour their own cups of water, demonstrating excellent independence skills.

Outcomes for children are good

Children are working comfortably within the range of development typical for their age. They play well independently and also enjoy interaction with the childminder and their peers. They are confident communicators and are developing a good vocabulary. Children use good imaginative skills in their role play. They get into character and say, 'Hello, may I have some of these please?', pretending to be customers at the shop. Children are confident in new and social situations, sharing their experiences from home with visitors to the childminder's setting. All children enjoy a wide variety of activities that supports them in developing skills for future learning and in readiness for school.

Setting details

Unique reference number	EY389423
Local authority	Lancashire
Inspection number	10079549
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	12
Number of children on roll	5
Date of previous inspection	27 November 2017

The childminder registered in 2009 and lives in Oswaldtwistle. She operates Monday to Friday from 7am to 6pm, all year round, except for bank holidays and family holidays. The childminder also offers overnight care as and when required. She holds an early years qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

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