

Childminder report

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| Inspection date | 6 December 2018 |
| Previous inspection date | 27 October 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | 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

This provision is good

- The childminder is an experienced practitioner who has cared for children for many years. She has a good understanding of the early years foundation stage and plans activities which help children to develop skills in all areas of learning.
- Parent partnerships are good. The childminder exchanges information with parents about children's individual needs on a daily basis. Parents are involved in processes of assessment and are complimentary about the quality of care the childminder provides.
- The childminder nurtures children's well-being extremely well. She is attentive to children's care needs and demonstrates a good understanding of their individual needs. Children who are new to the setting settle quickly and are relaxed and happy.
- Partnerships with other professionals are in place. She has made links with other nurseries who share the care of children and teachers in the local school for older children.
- Children learn about the wider world. The childminder takes them on regular walks in the environment, to local playgroups and to the library.
- The childminder has not supplied Ofsted with all the required information about new household members. However, she has taken relevant action to reduce the risk to children.
- The childminder attends mandatory training, but does not consistently seek opportunities to refresh and deepen her knowledge further.
- Although partnerships with parents are good overall, the childminder does not fully seek their views to contribute to further development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|---|------------|
| provide Ofsted with the required information to enable suitability checks to be carried out for all persons living on the premises. | 13/12/2018 |

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

- access targeted training opportunities to strengthen teaching skills even further
- gather the views of parents as part of the self-evaluation process, to support further development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children and the childminder during the inspection.
- The inspector held a meeting with the childminder. She looked at documentation, such as children's development records, a sample of policies and procedures, processes of assessment and systems for self-evaluation.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

The childminder has not supplied Ofsted with all the required information about new household members. This is a legal requirement. However, children are not left unsupervised and the new household members hold an enhanced Disclosure and Barring Service check. As a result, the risk to children is minimal. Safeguarding is effective. The childminder understands the procedures she must follow if she is concerned about a child's welfare. She completes daily safety checks to ensure the environment is safe for children. The childminder evaluates the service she offers and has identified areas she wishes to develop in the future. She attends mandatory training and regularly assesses children's development to identify any gaps in their learning and development. Partnerships with other professionals are in place. Children are prepared with the skills they will need for future learning, including school.

Quality of teaching, learning and assessment is good

The childminder observes children as they play to identify their developmental stage. She plans activities which engage children in learning. For example, young children kick their legs with excitement as she plays alongside them and demonstrates how to press buttons on a resource to make different noises. The childminder ensures that resources are appropriate for children's age and stage of development. For example, she seeks out books with pages that are easier to turn for younger children as they develop their physical skills. The childminder supports early communication and language well. For example, she provides a running commentary, talks back to younger children who are babbling and sings repetitive rhymes to children. Parents are encouraged to share information about the activities children enjoy at home. The childminder uses this information in her processes of assessment.

Personal development, behaviour and welfare are good

The childminder has created a warm and welcoming environment. She works closely with parents from entry to understand children's individual needs. The childminder is a positive role model and promotes children's well-being through giving positive praise. Children's behaviour is good. Children are very settled and comfortable. For example, they wave their arms with joy as they sit in their high chair, enjoying the care and warm interactions shown by the childminder. Children access the outdoors every day and go on imaginative outings. For example, they go to the local railway to watch trains or use public transport to go to the shops.

Outcomes for children are good

Children are active learners and enjoy exploring the resources that are available to them. They enjoy interacting with the childminder during play and find comfort in the childminder as they receive a reassuring cuddle. They enjoy exploring during sensory play. All children make good progress from their starting points and form secure attachments with the childminder.

Setting details

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| Unique reference number | 405177 |
| Local authority | Lancashire |
| Inspection number | 10064133 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 10 |
| Total number of places | 6 |
| Number of children on roll | 2 |
| Date of previous inspection | 27 October 2015 |

The childminder registered in 1994 and lives in Bacup. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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.

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