

Childminder report

| | |
|--------------------------|---------------|
| Inspection date | 9 April 2019 |
| Previous inspection date | 12 April 2016 |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Good | 2 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 establishes very strong and effective partnerships with parents. She keeps parents well informed about children's progress and what they need to learn next. All children, including those who speak English as an additional language, make good progress from their starting points.
- The dedicated and passionate childminder reflects closely on her practice and has high aspirations for continued development. Parents state that she has 'played an instrumental part' in their child's development. They say they would recommend the childminder and 'any child would be lucky to have a place' at the setting.
- The childminder plans a stimulating learning environment with a variety of high-quality and age-appropriate resources. She has a good understanding of how to plan to support the different ways that children learn.
- The childminder is very caring and sensitive towards the children. She helps them to become confident and self-assured. Parents say that the childminder provides a 'special, nurturing environment'.
- Although the childminder has a robust understanding of her role in safeguarding children, she is not fully aware of local child protection concerns or issues.
- The childminder does not maximise opportunities to establish highly effective partnerships with schools and other professionals.

What the setting needs to do to improve further

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

- develop further opportunities to undertake training, to gain an even more robust understanding of child protection, with particular regard to local safeguarding concerns or issues
- build on the opportunities to promote highly effective partnerships with schools and other professionals.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder demonstrates a secure knowledge of safeguarding procedures. She knows how to recognise and promptly follow the appropriate procedures should she have a concern about a child's welfare or safety. The childminder regularly seeks the views of children and parents. She uses this information to help her to make ongoing improvements. She uses an ongoing programme of professional development. Training to support parents of children who speak English as an additional language has been used effectively to improve practice. For example, the childminder provides information and ideas for activities to support children's early language development at home. Parents and carers say they are happy with the good progress that children are making.

Quality of teaching, learning and assessment is good

The childminder gets to know children well. She uses ongoing observations and accurate assessments to plan purposeful opportunities to promote children's learning. The childminder builds on what children already know and introduces new experiences for them to try. She skilfully identifies different learning styles and follows children's interests well. For example, she provides safe resources for children who enjoy throwing. She challenges them to experiment to see how far the objects can reach. The childminder uses a range of methods to promote children's language development. She names everyday objects and sounds out new words, such as 'crunchy' and 'cucumber'. Children enjoy playing with creativity and imagination. They wear masks and pretend to be animals and explore different ways they can use the scarves. All children are developing the skills they need for future learning.

Personal development, behaviour and welfare are good

The childminder shares ongoing information with parents. She uses this to get to know children very well. Children settle in quickly. They form a close bond with her and her co-childminder and make friends quickly with their peers. The childminder gives children gentle reminders of expectations of behaviour. Children are kind and helpful and they behave very well. They are keen to carry out small tasks, such as tidying away their toys after they have finished with them. The childminder provides healthy meals and snacks. Parents and carers say that they are happy that the childminder meets children's needs, including any special dietary requirements. Children's physical and emotional well-being is promoted well. They learn about different festivals and celebrations and about the world around them.

Outcomes for children are good

Children are curious, inquisitive and eager to learn. They are confident to follow their own interests and plan their own play. Children enjoy designing and constructing their own toy vehicles and making choices throughout the day. Parents say that children are 'confident and always willing to try new things'. Children acquire good language and communication skills. They learn good hygiene practices and self-care skills, to help prepare them, ready for school.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY349165 |
| Local authority | Blackpool |
| Inspection number | 10073872 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 - 4 |
| Total number of places | 6 |
| Number of children on roll | 6 |
| Date of previous inspection | 12 April 2016 |

The childminder registered in 2007 and lives in Blackpool. She works with a co-childminder and operates all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 6pm, Monday to Thursday and 7.30am to 5.30pm on Fridays. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children and supports a number of children who speak English as an additional language.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

