

# Childminder report

**Inspection date**

5 June 2019

Previous inspection date

15 December 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Good	<b>2</b> 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 qualified and experienced childminder has an excellent understanding of how to identify safeguarding and wider child protection issues. She understands how to monitor and report any concerns she has to help ensure that children are protected from harm.
- The childminder establishes strong and effective partnerships with parents and other professionals. She keeps parents well informed of children's progress, and what they need to learn next. All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points.
- Children establish a positive relationship and close attachment with the childminder. They learn to use good manners and how to share and take turns. Children's behaviour is encouraged using developmentally appropriate behaviour management methods. The childminder offers children reassurance and encouragement, and uses positive reinforcement effectively as children play.
- The childminder supports children's communication and language skills well. For example, when children talk to her, she repeats the words back to them. Children hear the correct pronunciation of words as a way of helping them to further develop their speaking skills.
- At times, the childminder does not always give children sufficient time they need to respond to questions and help them extend their thinking skills even further.
- The childminder does not always make the best use of opportunities to teach children about healthy eating and further support their understanding of healthy lifestyles.

## What the setting needs to do to improve further

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

- provide children with sufficient time to respond to questions and comments
- increase opportunities for children to learn about healthy eating to help them understand why this is important for their well-being.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed the activities completed by the childminder and the outcomes for children.
- 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 in children's records.

#### Inspector

Carys Millican

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to keep children safe. She manages the service she provides very well. She updates and extends her knowledge through training and professional development opportunities. The childminder has good links with other childminders in the area to share ideas of good practice. The childminder supervises children in her garden and she completes all the required documentation for transporting children in her car and on outings. The childminder discusses children's progress regularly with their parents and asks them for their views about the service she provides. She carefully monitors children's progress to swiftly identify where children may require additional support. The childminder works in partnership with other professionals to ensure continuity with the children's care and learning.

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

The childminder observes and assesses children's development and shares this regularly with parents. She follows children's interests well. For example, she respects their requests to play with different toys and resources and engage in favourite activities. Children are active and have lots of energy so enjoy playing outdoors. For example, they enthusiastically run about in the garden and independently manage small climbing frames. Children enjoy ball games and learn to catch, throw and kick. Children confidently climb down the steps in the garden and learn to take turns on the slide. Indoors, the childminder supports children's creativity, imagination and mathematical skills effectively. For example, children use resources to create a 'birthday party'. The childminder extends their learning and encourages them to count the number of 'candles' they place on their pretend cake. The childminder gets down to the children's level to gain their attention, which helps them to listen to and follow instructions.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel happy and secure in the childminder's company and enjoy sitting on the childminder's knee. She provides children with clear expectations, so they know exactly what is expected of them. Children benefit from opportunities to learn about the world about them. They enjoy numerous outings to local places of interest. For example, they attend toddler groups and enjoy visits to the beach and local parks. These experiences support children's personal, social, emotional and physical development. The childminder ensures good hygiene practices are adhered to, and children enjoy eating together at mealtimes.

### Outcomes for children are good

All children, including children with SEND, make good progress from their starting points. They are well prepared for the next stage in their learning, including school. Children develop their early independence skills. They learn to take off and put on their own coats and shoes, wipe their own hands and help the childminder to prepare for snack time. Children express themselves confidently to show their wants and feelings, and are beginning to learn to tolerate each other.

## Setting details

<b>Unique reference number</b>	EY382960
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109327
<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>	2 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	15 December 2017

The childminder registered in 2008 and lives in Morecambe, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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