

Childminder report

Inspection date	2 August 2019
Previous inspection date	1 April 2014

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 kind, caring and responsive to children's needs. Children settle quickly and form close attachments with the childminder. They are happy and content in her home.
- The childminder works closely with parents to involve them in their child's learning. She provides lots of information about their child's day and gives ideas of how to support their continued learning at home, such as through sharing resources for use at home to encourage younger children's spoken language. Parents also share children's learning that they would like the childminder to focus on. For example, to help their children to write their surname independently.
- Children develop their social skills well. They learn to play cooperatively at the childminder's home. They share toys and take turns. Older children offer help and comfort to younger children when needed. They use good manners, saying 'please' and 'thank you' unprompted.
- The childminder monitors children's progress well. She observes children through play and plans activities to further their learning. Assessment of children's learning and development is accurate.
- Children enjoy a range of activities that help to promote diversity effectively. For instance, they access multicultural resources and enjoy learning about different cultures and faiths.
- Sometimes, the childminder does not use effective questioning techniques to support children's critical-thinking and communication skills at the highest level.
- Resources for mark making and creative play are not readily available to help children to build on their own independent choices.

What the setting needs to do to improve further

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

- consider the use of questioning and provide children with even more opportunities to think and respond during conversation
- review the provision and organisation of mark-making and creative resources to provide children with independent access to support their own choices.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked closely at the progress of several children.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

Inspector
Lisa Howard

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of how to keep children safe. She knows the signs and symptoms of abuse and the process for referring concerns. The childminder accesses a wide range of training to keep her knowledge up to date. For example, recent training has helped her to identify further ways to promote children's well-being. The childminder evaluates her practice and looks at ways of improving the care she provides. She seeks the views of parents to support this. Parents speak highly of the childminder and are pleased with the progress their children make.

Quality of teaching, learning and assessment is good

The childminder introduces children to new words as she plays alongside them. For example, younger children learn the word 'stiff' as they prise the lid off a pot of paint. Older children learn 'turquoise' and 'peach' to describe shades of colours accurately. The childminder encourages children to focus and look carefully at details with the resources. For example, she shares her observation of a cowrie shell as children place a selection of shells in sand. She explains that the ragged edge feels like 'sharp teeth'. Children touch the edge carefully to consider this. The childminder develops children's mathematical understanding effectively. She introduces mathematical language and encourages children to count and name numbers as they play. For example, children learn comparative language such as 'medium size' to identify the middle-sized drawer as they paint a jewellery box.

Personal development, behaviour and welfare are good

The childminder uses verbal praise to acknowledge children's efforts and achievements. This promotes children's confidence and self-esteem. Children's physical development is promoted daily as they enjoy a wide range of activities. For example, children climb, dance and develop their gymnastics skills on a trampoline. Children also attend playgroups. This helps them to socialise as they play with larger groups of children. Children's independence and self-help skills are supported well through routines. They routinely tidy away toys after they have finished playing with them. This contributes to the childminder's ongoing risk assessments well. For example, children wash and dry their hands independently before and after mealtimes. The childminder teaches children the importance of eating healthy food. For example, she shares the importance of eating a range of vegetables as they make food shapes with dough.

Outcomes for children are good

Children, including those in receipt of funded early education, are eager and enthusiastic learners. They are supported well to develop the necessary skills they require for future learning and the eventual move on to school. Children concentrate well as they colour in their favourite pictures. They hold colouring pencils correctly and carefully colour in their pictures. Older children write their names independently and recognise numbers and amounts as they match numerals to pictures showing different amounts of objects.

Setting details

Unique reference number	EY406788
Local authority	Lancashire
Inspection number	10106057
Type of provision	Childminder
Registers	Early Years Register
Day care type	Childminder
Age range of children	2 - 5
Total number of places	3
Number of children on roll	3
Date of previous inspection	1 April 2014

The childminder registered in 2010 and lives in Ingol, Preston. She operates all year round from 8am 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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