

# Childminder report

<b>Inspection date</b>	14 August 2019
Previous inspection date	21 August 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Children's physical development is excellently promoted while playing outdoors. Children access a wide range of large and small apparatus and eagerly explore their surroundings. For example, older children learn how to scale the climbing walls and younger children confidently climb into the circular swing.
- The qualified and experienced childminder has an excellent understanding of how to identify safeguarding and wider child protection issues. He understands how to report any concern he has, to help to ensure that children are protected from harm.
- The childminder works well in partnership with parents. He promotes a continuous two-way flow of information with parents to help them understand more about their child's learning and achievements.
- Children establish a positive relationship and close bond with the childminder. He demonstrates high levels of warmth and care with all children. This helps to foster strong emotional attachments and helps children to settle in quickly.
- The childminder knows children well. He is kind, supportive and encourages children to be independent. The childminder provides praise and encouragement, which helps to raise children's self-esteem.
- The childminder provides excellent support for children's knowledge and understanding of the world. For example, when children are interested in electrical components, the childminder provides detailed instructions on how they work. In addition, he skilfully explains the use of batteries and how to install them correctly into electronic devices.
- There are times when the childminder does not make the most of opportunities to promote children's thinking skills and learning to an even higher level.
- Children are beginning to learn about positive behaviour and the behavioural expectations in the setting. However, at times, the childminder does not fully enhance opportunities to regulate some children's behaviour more independently. This occasionally results in some children becoming a little distracted during their play.

## What the setting needs to do to improve further

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

- increase the levels of challenge for children to fully extend their thinking skills and learning to help them to reach the highest level of achievement
- strengthen the strategies used to encourage children to manage their behaviour more independently.

### 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 completed the joint observation through discussion of the activities with the childminder and his co-childminder.
- The inspector held a number of discussions with the childminder and his co-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 reviewed the children's records and communication books, and read the comments shared by parents.

**Inspector**  
Carys Millican

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder makes sure that areas where children play are safe and secure. For example, before children go outdoors, he checks all the play equipment and ensures it is dry and safe for children to play on. The childminder undertakes regular training to help him to improve his knowledge and skills. He knows the importance of this to continually improve his practice and to keep him up to date with early years issues and legislation. The childminder establishes close relationships with parents to ensure continuity of their children's care and learning. He speaks daily with parents and regularly asks for their views as part of the self-evaluation process. This helps to identify further improvements. The childminder and his co-childminder work exceptionally well together as a team. They have established good links with other childminders in the area to share ideas and good practice.

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

The childminder is actively involved in children's play. For example, he engages in conversation with the children while they decide what colour paint to use. He helps children to understand about patterns and explains the concept of mirror image. Children have fun and enjoy themselves. The childminder engages children in activities to support their interests. For example, children confidently ask how things work and the childminder gives simple explanations of scientific facts about the planets. The childminder helps children to develop their independence. He provides a stimulating environment where they can self-select age-appropriate resources that meet their interests. Children's physical skills and creativity are well supported while they play outside. They learn to climb with confidence on climbing walls and use their imagination while hiding in playhouses in the garden.

### Personal development, behaviour and welfare are good

Children demonstrate that they feel happy and secure in the childminder's company. They confidently interact with him as they play. The childminder gives children praise and encouragement which supports their self-esteem and helps them to persevere with their task. He helps children to develop social skills through activities such as taking them to a variety of places in the community. The childminder actively promotes healthy lifestyles. For example, children enjoy taking part in outdoor visits to local parks. Children benefit from opportunities to learn about the world around them. These experiences support children's understanding of where they live and their physical development. The childminder ensures good hygiene practices are adhered to. Younger children's self-care skills are supported well. For example, they have use of a step to reach the sink and dryer to wash and dry their own hands.

### Outcomes for children are good

Children successfully learn skills that prepare them for their future learning. All children make good progress from their starting points. Children learn to become increasingly independent. For example, they independently find their own shoes, and are supported to try and put these on themselves. Younger children express themselves confidently to show their wants and feelings and learn to make choices and decisions in their play.

## Setting details

<b>Unique reference number</b>	405162
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109648
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	21
<b>Date of previous inspection</b>	21 August 2014

The childminder registered in 1993 and lives in Slyne, near Lancaster, Lancashire. He operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. He works with his wife who is also a registered childminder. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate  
Store Street  
Manchester  
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