

Childminder report

Inspection date: 5 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy being in the childminder's care, where they feel safe and secure. They are well behaved and move freely around her home. They select the resources they wish to play with and are confident to ask the childminder for help if they need it. The childminder has some resources, for example books and dolls, to help children to learn about people and communities that are different from their own experiences. However, she has identified that there is scope to provide more opportunities to help children to learn about their similarities and differences.

The childminder knows what children need to learn next in order to make progress. She skilfully adapts activities to motivate children to learn. For example, she uses older children's love of superheroes to ignite their interest as they draw their favourite characters and learn to form letters. The childminder involves younger children as she models mathematical language, counting the number of fingers and thumbs on their drawings. Children have built strong attachments to the childminder who is warm and attentive towards them. Children nestle into her arms as they sit and read stories together.

The childminder has worked hard to share information with external agencies and other settings that children attend. She also has a successful two-way flow of information with parents about the progress children are making. However, she does not always provide parents with appropriate support and advice for furthering children's development at home.

What does the early years setting do well and what does it need to do better?

- The childminder carefully evaluates the quality of her practice and the service she provides. She has enhanced her communication with other settings that children attend and obtains details of what children are learning. She uses this information to carefully plan activities, which promotes children's continuity of care and education. In addition, she uses external sources, including the internet, to update her already wide range of toys and resources. This helps to ensure that children remain interested and motivated to learn.
- Parents' comments regarding the quality of care their children receive are overwhelmingly positive. They appreciate being kept informed about the progress that their children are making. However, the childminder can improve on this by sharing learning ideas with parents so that children's learning and progress can be extended at home.
- Children are polite and their behaviour is good. They play alongside each other harmoniously and are considerate of each other's needs. For example, while pretending to have a picnic outside, children pour each other drinks and serve food, saying 'please' and 'thank you' without being prompted.

- The childminder knows the children in her care well. She skilfully conducts accurate assessments of children's progress and uses these to plan what children need to learn next. As a result, all children are making good progress in all areas of their development.
- The childminder is committed to ensuring that children are equipped with the skills they require for the next stage in their learning. She helps to foster a love of reading with children as they excitedly recall what happens next in their favourite stories as she enthusiastically reads to them at story time. In addition, children are learning self-care skills as they put on their own shoes, and wash their hands ready for snack and mealtimes.
- The childminder makes use of local community resources for outings, such as the local library and toddler groups. However, there are fewer opportunities for children to learn about people, cultures and communities outside of their immediate experiences.

Safeguarding

The arrangements for safeguarding are effective.

The childminder consolidates her knowledge of child protection matters by attending regular training. She understands the signs and symptoms which may indicate a child's welfare is at risk and knows how to respond if she has concerns. She ensures that her home is a safe and secure environment by completing daily risk assessments. This helps to ensure children's health and safety.

What does the setting need to do to improve?

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

- improve the opportunities for children to learn about people, cultures and communities outside their immediate experiences
- build on communication with parents, including by sharing home-learning ideas to help children to maintain good levels of progress in their development.

Setting details

Unique reference number	308556
Local authority	Lancashire
Inspection number	10064210
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	12
Number of children on roll	14
Date of previous inspection	15 June 2016

Information about this early years setting

The childminder registered in 1997 and lives in Lostock Hall. She operates all year round from 7.15am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Joanne Wildman

Inspection activities

- A learning walk was completed with the childminder, which involved a tour of the premises and discussions about children's education.
- The inspector observed and evaluated an activity with the childminder.
- A wide range of documentation was scrutinised by the inspector, including policies, procedures and evidence of suitability for all persons living on the premises.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

We carried out this inspection 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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