

Childminder report

Inspection date: 2 December 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive with energy, excitement and enthusiasm, and show that they feel happy, safe and a strong sense of belonging. They put their belongings on their coat pegs and eagerly join their friends to play. Children behave very well. They are learning to share, take turns and play cooperatively together. The childminder develops strong partnership working with parents. Parents praise her for providing a welcoming and nurturing environment. They state that communication is 'fantastic' and children thoroughly enjoy the ideas suggested for activities to promote learning at home.

The childminder is passionate about providing children with the key skills that they need ready for school. She works closely with her co-childminder to plan enjoyable experiences for each child, based around what they need to learn next. Children are provided with opportunities that they may not otherwise experience at home. Children develop good social skills as they meet with larger groups of children at the library and different community activities. Parents say they are happy with the range of activities provided, including forest schools, Spanish lessons and outings to parks. Children enjoy regular visits to a sensory room, where they explore and experiment with a large range of technology toys.

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

- The childminder regularly reflects on the quality of her practice to help her identify how to make further improvements. She has developed the rear garden so that children have more space to move around and be active. Children carefully negotiate around each other as they ride the bikes and scooters. They thoroughly enjoy being creative as they make pretend apple cakes by scooping and sprinkling sand into baking trays.
- Children enjoy plenty of opportunities to develop their physical skills. For example, they peel stickers and position them onto their pictures. They learn to hold pencils effectively and develop good pencil control to help them to form letters of their name. This helps children to develop key skills, ready for school.
- On the whole, the childminder effectively builds on what children already know and regularly monitors the progress that they are making. She engages effectively with parents, local schools and other professionals. This means that children are provided with consistent support and care, which helps to improve their outcomes.
- Children enjoy making choices throughout the day and access resources that promote all areas of learning. However, during adult-led activities, the childminder does not maximise opportunities to challenge children's learning. This means that, occasionally, children lose interest and are no longer engaged.
- The childminder engages children in purposeful conversation. She asks

meaningful questions and gives children plenty of time to think and respond. Children enjoy talking about their experiences and listening to others, as they look at photographs from home. However, the childminder is not highly effective in supporting children to learn more complex words and sentences.

- The childminder introduces mathematical concepts during children's play. For example, she asks children their ages and holds up her fingers to help reinforce numbers and counting. Children sing number songs and rhymes and begin to learn about money as they play in the imaginary post office.
- Children are supported well to develop good independence and self-care skills. They learn effective hygiene routines, such as washing their hands before eating. Children select their own table mat and learn to pour themselves a drink from the jugs provided. They keep on trying as they carefully peel fruit and tear off yoghurt pot lids.
- The childminder is keen to undertake regular training and professional development to improve her knowledge and skills. She recognises the importance of working with and sharing ideas with other practitioners. For example, following recent training, she has introduced new games to help promote children's confidence and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder gives high priority to keeping children safe. She has a robust knowledge of her role in protecting children from harm. The childminder knows how to recognise a child who may be at risk of neglect, abuse or wider safeguarding issues. She has appropriate procedures to respond to any concerns. The childminder helps children learn how to keep themselves safe. For example, she teaches them how to use a knife carefully to spread butter and cut up their food. Children know to tidy away the toys so that they have plenty of space to move around safely.

What does the setting need to do to improve?

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

- enhance the teaching strategies used, particularly during adult-led activities, to provide children with higher levels of challenge to help them make rapid progress in their learning
- build on the opportunities for children to increase the range of words they know and use more complex sentences.

Setting details

Unique reference number	EY395728
Local authority	Blackpool
Inspection number	10109800
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	6 February 2015

Information about this early years setting

The childminder registered in 2009 and lives in Blackpool. She operates all year round from 8.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 5 and works with a co-childminder.

Information about this inspection

Inspector

Cath Palser

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and evaluated the impact this has on children's learning.
- A tour of the setting and a joint evaluation of an activity were completed 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 who were spoken to on the day and 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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