

Childminder report

Inspection date: 2 December 2019

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| 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

The childminder has high expectations of what children can achieve. She carefully plans for what each child needs to learn next. The childminder regularly seeks the views of parents, children and her co-childminder. She uses this information to develop priorities for improvement. Parents state that the childminder offers additional sessions to accommodate their needs, and regularly offers support and guidance. All children make good progress and demonstrate positive attitudes towards learning. They play cooperatively with others and behave very well.

Children are active and enthusiastic learners, and thoroughly enjoy their time at the childminder's setting. On the whole, they join in with activities with high levels of energy. For example, children giggle together as they use the puppets and sing accompanying action songs in the theatre show. Children meet with other people within the community, for example, during regular outings to local parks, children's centres and playgroups. This helps to promote their social skills, confidence and sense of belonging. Children listen attentively to others and follow instructions well, for example, as they learn how to hold a knife and carefully cut their food. Children show that they feel happy and safe.

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

- The childminder understands the different ways in which young children learn. She works with her co-childminder to provide a stimulating environment that promotes all areas of learning.
- Children have access to a range of resources to help them to practise their early writing skills. For example, they learn to hold pencils correctly and use laminated cards to copy their names. This helps them to develop the key skills they need to be ready for school.
- The childminder invites parents to share photographs of what their children have been doing at home. Children are eager to talk about their experiences and celebrate their achievements together. Parents state that the childminder provides ideas for activities to try at home. They say the childminder helps children to have valuable experiences and they are very happy with the progress their children are making.
- Children are confident to share their views and ideas. However, the childminder does not maximise ways to promote children's communication skills to the highest level. For example, she does not introduce more complex words to help children to develop a broader vocabulary.
- The childminder works with parents to establish children's interests, routines and care needs from the start. Parents say that the childminder is very nurturing and provides a warm, welcoming and homely environment. Children are supported well to settle in quickly and they form a close attachment to the childminder and

her co-childminder.

- The childminder uses a range of methods to encourage children's critical-thinking skills. For example, children work out how to twist the plastic bolts onto the screws to create a toy car. They are confident to have a go and try new things.
- Children join in with number songs and rhymes and learn to recognise and match different shapes and colours. They copy the childminder as she uses her fingers to reinforce counting and simple addition.
- Children develop increasing confidence in managing their own personal needs. They learn good hygiene routines and are eager to try to put on their coats and shoes. Children have plenty of opportunities to be physically active and enjoy playing outdoors in the fresh air.
- On the whole, the childminder provides children with healthy food. However, she does not provide consistent messages to children to help them to learn how to make healthy choices.
- The childminder uses her observations and assessments of children to establish and plan for what they need to learn next. Effective partnerships with parents and other professionals promote consistency in children's learning and help children to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role in safeguarding children. She knows how to deal with a concern about a child's safety or welfare. The childminder has a good knowledge of wider safeguarding issues, such as the 'Prevent' duty guidelines. She understands how to promptly identify children at risk of harm. Children are supported well to learn how to keep themselves safe from harm. For example, they know to hold onto the bannister and carefully walk up and down the stairs.

What does the setting need to do to improve?

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

- provide children with more opportunities to develop their range of words and promote their language skills to the highest level
- enhance children's understanding of how to make healthy choices.

Setting details

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| Unique reference number | EY429304 |
| Local authority | Blackpool |
| Inspection number | 10109819 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 3 |
| 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 2011 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 a childcare qualification at level 3. She 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 assessed 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.
- Children were spoken to on the day.
- 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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