

Childminder report

Inspection date: 23 January 2020

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 develop a good relationship with the childminder. The childminder knows the children well, including their care needs, interests and abilities. She checks regularly what each child knows and can do and identifies what they need to learn next. She provides a range of activities, experiences and outings that children enjoy. Children choose to play with toys that interest them and eagerly join and enjoy group activities. Overall, children make good progress.

The childminder promotes children's emotional well-being effectively and encourages them to play well together. Children consider the needs of others as they learn how to care for the childminder's pet dogs and guinea pigs. Children are beginning to learn how to use technology. They ask a voice-controlled device to play their favourite songs.

Children are beginning to learn about their culture and those of others through stories and craft activities. For example, at Diwali, the childminder read a book to the children that she had carefully selected from the library. Children enjoy a wide range of outings which complement their learning indoors. They go to the zoo, park, beach, soft-play centre and for walks in the forest. These outings help to promote their physical development and increase their understanding of the natural world.

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

- The childminder sensitively helps children to understand and manage their feelings and behaviour. She displays 'wow' moments to celebrate children's success and to promote their self-esteem. She encourages children to work together. For example, children use tools such as spoons and hammers to break up ice and release the toy polar bear and penguin frozen inside. The childminder praises children for sharing a jug and taking turns to pour water on the ice.
- Children develop good communication skills. The childminder models the correct use of language and introduces new vocabulary as children play. Children speak confidently to each other and visitors. They listen carefully, follow instructions and are keen to take responsibility for tasks. For example, the children are keen to find and bring the stacking cups when asked by the childminder.
- Children develop good literacy skills. Young children make themselves comfortable on the sofa and look at books, turning the pages appropriately. They are beginning to understand that some contain stories and some contain facts. The childminder helps children to look in a book to find the names of the dinosaurs they are playing with, and how to pronounce them correctly. Children thread with chenille sticks and use tweezers to pick up items, which helps them to develop the finger skills required for writing.

- Children are beginning to learn about healthy lifestyles. The childminder talks with children about healthy foods as they eat their lunches. She also involves children in some food activities. For example, they help to make pizzas and vegetable soups. The childminder uses a puppet and some false teeth to help children to learn about dental care.
- Partnerships with parents are strong. During the day, the childminder sends photographs of children taking part in activities to their parents. She talks to parents every day and sends reports containing a full overview of their children's development every three to four months.
- Children count and use mathematical language as they play. Young children talk about having lots of dinosaurs. The childminder helps children to count how many dinosaurs they have in their bowl.
- The childminder provides a wide range of enjoyable activities, which provide children with essential skills for later learning. However, on some occasions, she does not maintain a focus on what she intends children to learn. On these occasions, activities are not organised sufficiently to keep children engaged in learning at a high level.
- The childminder evaluates her practice and uses the views of parents and children to help identify areas to improve. Since the last inspection, the childminder has removed a pond and laid some artificial turf to extend the outdoor play area. The childminder ensures children have suitable all-in-one outdoor suits, so they can play outside in different weathers. She meets with other childminders and they share their knowledge and ideas for activities. For example, the childminder bought an owl game, which children enjoyed playing with, to enhance her mathematical resources. Children can see numbers written in numerals and words on each owl when they stack them.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands how to identify and report child protection concerns and has effective procedures to follow. She has recently renewed her safeguarding training to keep her knowledge up to date. The childminder ensures that her assistant is aware of all policies and procedures to keep children safe and protected.

What does the setting need to do to improve?

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

- focus more carefully on how activities are organised to ensure children are settled before they start and remain engaged in learning.

Setting details

Unique reference number	EY461966
Local authority	Lancashire
Inspection number	10109845
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	2 October 2013

Information about this early years setting

The childminder registered in 2013 and lives in Lancaster. She operates Monday to Friday from 8am to 5pm, during school term time. The childminder holds an appropriate qualification at level 3. She sometimes works with an assistant.

Information about this inspection

Inspector
Lynne Naylor

Inspection activities

- The inspector had a tour of the childminder's home to gain an understanding of how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A joint observation was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation, such as evidence of the suitability of household members.
- The inspector spoke to children and took account of the views of parents provided in writing.

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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