

Childminder report

Inspection date: 7 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder gains some information from parents to help her to get to know the children. Children are settled and at ease in the childminder's home and company. Her gentle manner and caring nature help children to feel safe and secure. Babies wrinkle their nose and giggle as she talks to them when they make excited squeals. Children gain confidence to extend their learning. The childminder encourages them to count as they share the trains. They like to be close and often climb on her knee to share a book or fit together a puzzle. The childminder helps children to develop their social skills and learn about the needs of others. She gently reminds children about caring for books and sharing of toys to help children to learn right from wrong.

Children enjoy healthy snacks and regular exercise. The childminder acknowledges she does not always extend discussions to help them understand about the impact this has on their health. Children are familiar with the location of favourite toys. They seek books and excitedly ask for the lights. The childminder taps a string of crystal-style ornaments which hang on a line above the window. As they move, they capture the sunlight and fill the room with dancing spots of light. The children are enchanted as they dance, twirl and chase the lights as they flit along the floor and up the walls and ceiling.

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

- The childminder is well organised. She ensures that her documentation is well maintained and provides a firm foundation for the good-quality care and learning she provides the children. Core training, such as first aid and safeguarding, is up to date. She has joined an early years training academy to help her to continue to broaden her professional skills.
- The childminder knows children well. She identifies quickly the signs that tell her when babies are tired and in need of a rest. When children awake she cuddles and talks to them in soothing tones until they have woken fully. Older children are offered drinks and have their personal care attended to as the need arises.
- Children have access to a wide range of developmentally appropriate toys and resources. They experience play that spans all seven areas of learning. For instance, they build with constructions blocks, care for the dolls and pretend to cook dinner on the toy cooker. They develop their early writing skills as they make marks on a magnetic doodle board or with crayons and paper.
- The childminder supports children's learning well. She helps children to count the trains and begin to understand that each train is one item. As she reads a story, she draws their attention to the written words by pointing to them using her finger.
- Children enjoy daily walks and visits to the local playpark. They enjoy healthy

snacks of fruit and the childminder encourages them to have regular drinks to stay hydrated. The childminder follows appropriate hygiene procedures when helping children to wipe their nose or when preparing snacks. However, she does not extend discussions to help children gain a secure understanding about healthy choices and keeping themselves fit and well.

- The childminder is adept at helping children to extend their speaking skills. She uses excited tones when talking with babies. She makes stories fun as she encourages children to play with sounds. They giggle as they pretend to make the trumpeting noise of an elephant. Children thoroughly enjoy books and stories.
- Partnerships with parents are well established. The childminder shares information in a variety of formats. Information about routines and development is regularly shared. The childminder offers ideas for parents to use at home to help extend children's learning. Information to help her settle children is sought when children first start. However, the childminder does not yet seek more detailed information about children's prior life experiences, to help her plan the widest range of experiences to prepare children fully for school and future success.
- Children are developing an understanding of learning to share and play nicely with each other. The childminder is gentle and encouraging, explaining to children why they need to sit either side of her, so they can both see the illustrations. She encourages children to take turns to point out the car and look for a bear. Children are taken out to local groups to help them extend their social skills and confidence.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken updated child protection training. She knows the signs to look for which may alert her to a child being abused. Relevant information and contact details of the relevant agencies are held, should she need to report a concern. The childminder supervises the children well and takes steps to promote their safety and prevent accidents. For instance, access to the kitchen is restricted and the outdoor decking area is not used when it is wet, to prevent children slipping.

What does the setting need to do to improve?

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

- develop ways to support children to gain a better understanding of the importance of adopting a healthy lifestyle
- seek more information about children's prior life experiences, to help children gain the essential knowledge which prepares them fully for school.

Setting details

Unique reference number	EY321487
Local authority	Lancashire
Inspection number	10073631
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	6
Number of children on roll	6
Date of previous inspection	9 June 2016

Information about this early years setting

The childminder registered in 2006 and lives in Great Harwood, Blackburn. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Frank Kelly

Inspection activities

- The childminder showed the inspector around the areas of her home that are used for childcare. She talked about the different activities she provides to support children's learning and development.
- The inspector looked at a selection of documents, including the safeguarding procedures, evidence of suitability checks carried out on people at the address, and statutory documents, such as first-aid certificates and appropriate insurance.
- The inspector spoke to the childminder and children during the inspection.
- The inspector observed the children playing and took account of the interactions between them and the childminder, and how their learning was supported.

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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