

Childminder report

Inspection date	24 July 2019
Previous inspection date	25 June 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder is kind and nurturing. Children quickly form close bonds and secure attachments with her. They regularly seek her out for cuddles.
- The childminder gives children lots of praise and encouragement for their achievements. This supports their confidence and self-esteem effectively.
- The childminder secures effective partnerships with parents. Parents are very complimentary about the childminder and the care she provides. They describe her as 'wonderful' and say that she exceeds their expectations of what a childminder could offer.
- The childminder takes time to encourage children's independence. For example, she models holding a knife safely and reminds them to press down as they cut fruit on a chopping board. Younger children feel a sense of achievement as they master the skill of peeling an orange.
- The childminder teaches children many nursery rhymes and action songs. This supports their growing vocabulary well. For example, young children learn words such as 'marching' as they copy actions to a song about a duke marching to the top of a hill. They remind each other to keep their knees up high as they march enthusiastically around the house.
- The childminder makes very good use of activities in the local community to give children a wide range of experiences. For instance, they regularly attend playgroups, libraries and parks. This helps children to develop their social skills, confidence and understanding of the world.
- On occasions, the childminder does not make the most effective use of opportunities to support children to solve problems and enhance their critical thinking skills.
- The childminder has completed recent basic training courses, such as paediatric first aid and safeguarding. However, she has not fully established a programme of professional development to focus her teaching to a higher level.

What the setting needs to do to improve further

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

- make better use of opportunities to increase children's problem-solving and critical thinking skills
- make better use of opportunities for professional development to focus more precisely on raising the quality of teaching even further.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked closely at the progress of several children.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

Inspector
Lisa Howard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is familiar with procedures to follow if she has concerns about a child. She promotes children's safety and welfare through the careful implementation of her risk assessments and her close supervision of the children. For example, on a hot summer day, she consistently reminds children to wear their sun hats when playing outside. She also creates shaded covered areas in the garden for children to play so that they are protected from the sun. The childminder reflects on her practice well and makes positive changes to support children's learning and development. She actively seeks parents' views. The childminder's assessment of children's learning is accurate and children make good progress. The childminder networks effectively with other childminders. For example, she regularly engages in professional discussion to share good practice and ideas.

Quality of teaching, learning and assessment is good

The childminder plans fun, engaging activities and interacts well with children as they play. For example, younger children learn words such as 'juicy' as they taste strawberries. Children learn how to wriggle as they pretend to be on the seat of a bus. They understand about the changing seasons as they play imaginatively with a wealth of resources that represent summer. During activities, the childminder seeks many opportunities to develop children's mathematical understanding. For example, she supports younger children to count as they place individual pieces of pasta into a bottle to create musical shakers. This develops their hand-to-eye coordination as well as their small-muscle skills in preparation for writing. The childminder develops babies' speech well. She holds conversations with them, repeating words and phrases, and copies and praises them for the sounds they make. Babies smile and babble contentedly as they take part in conversations with her.

Personal development, behaviour and welfare are good

The childminder sets out toys and resources so they are easily accessible to children. This supports them to make choices and explore through play. For example, babies enjoy exploring different textures from a basket of sensory objects. Children are well behaved. The childminder helps young children begin to manage their emotions and understand the needs of others. They enjoy the company of other children and learn to share and take turns. For example, younger children happily wait for their turn to choose their favourite songs to sing. Children learn good manners. They say 'please' and 'thank you' without prompting. The childminder provides children with healthy foods. She talks to them about the importance of eating fruit.

Outcomes for children are good

Children are happy, confident and motivated to learn. They develop the skills needed for their future learning and their eventual move on to school. For example, very young children use their emerging language to communicate their needs and choices effectively. Children enjoy mark making. They use chunky chalks to create rainbow patterns. Babies roll and reach for objects as they explore their environment.

Setting details

Unique reference number	256176
Local authority	Lancashire
Inspection number	10106218
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	25 June 2015

The childminder registered in 1994 and lives in Chorley. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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