

Childminder report

Inspection date	14 August 2019
Previous inspection date	21 August 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Outstanding	2 1
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 qualified and experienced childminder is committed to her ongoing professional development. She uses the information gained from training to help further develop her continued good practice. The childminder regularly meets with other childminders to discuss and share ideas to enhance children's learning.
- The childminder establishes effective partnerships with parents and other professionals. She keeps parents well informed of children's progress and involves them in their children's learning at home. Children are making good progress from their starting points.
- Children are happy. The childminder has a reassuring approach and supports children effectively to help them settle. She is kind and caring, and children build positive and trusting relationships with her and each other. Children's emotional well-being is promoted effectively.
- Children are confident to express themselves and make choices from the activities and resources that the childminder provides. For example, they enjoy singing favourite songs while learning about the planets, and make choices about what they paint during craft activities. This supports their creative skills and knowledge and understanding of the world.
- There are missed opportunities to further extend and challenge children's mathematical understanding.
- Occasionally, the childminder does not help some children to fully understand what is expected of them and manage their behaviour more independently.

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 that arise to support children's understanding of mathematics even further
- extend children's understanding about what is expected of them and help them manage their behaviour more independently.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation through discussion of the activities with the childminder and her co-childminder.
- The inspector held a number of discussions with the childminder and her co-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 reviewed the children's records and communication books, and read the comments shared by parents.

Inspector
Carys Millican

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to keep children safe from harm. She carries out risk assessments of her home to help to ensure that it is safe and secure. The childminder understands the signs and symptoms which may indicate a child's welfare is at risk and knows how to respond if she has concerns. The childminder supervises children in her garden and ensures their safety on outings. The childminder works extremely well with her co-childminder and they reflect on the service they provide to drive continual improvement. The childminder discusses children's progress regularly with parents and asks them for their views about the service she provides. The childminder monitors children's progress and completes progress reports to share with other professionals. This helps to ensure continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder observes and assesses children's progress, and plans effectively for the next steps in their learning. She follows children's interests and provides activities they enjoy. Children are active and have lots of energy as they enjoy playing outdoors. They enthusiastically play ball games and run about on the artificial grass in the garden. Children confidently manoeuvre themselves when climbing walls and slides. Younger children confidently climb into the circular swing and enjoy its gentle sway. Indoors, the childminder supports children's creativity and imagination. For example, children learn about colours while using paint, and enjoy dressing up in superhero costumes. Children show an interest in technology and enjoy discovering how to use simple electronic toys. For example, they learn how to operate new resources, such as the child-sized grand piano.

Personal development, behaviour and welfare are good

Children demonstrate that they feel happy and secure in the childminder's company. They confidently move from one room to another, following their friends. Children's care and welfare needs are met well during routine times of the day, such as during nappy changing and hygiene routines. The childminder ensures good hygiene practices are followed and children enjoy eating together at mealtimes. Children benefit from opportunities to learn about the world around them. For example, outings are used well to help children learn about their community. Children enjoy social gatherings and celebrations with parents, which are held in the childminder's home. This contributes to their personal, social and emotional development.

Outcomes for children are good

Children make good progress from their starting points. They are well prepared for the next stage in their learning, including school. Children become increasingly independent. For example, they manage their own personal care needs, such as washing their hands and using the toilet independently. Children persevere and are keen to complete everyday tasks for themselves. For example, children dress up in costumes and put on their own shoes before going outside. Children are imaginative as they act out simple games and develop their creativity during activities.

Setting details

Unique reference number	307802
Local authority	Lancashire
Inspection number	10119186
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	21 August 2014

The childminder registered in 1993 and lives in Slyne, near Lancaster, Lancashire. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with her husband, who is also a registered childminder. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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