

Childminder report

Inspection date	27 March 2019
Previous inspection date	17 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 has recently completed several training courses and received support visits from the local authority. This has resulted in significant improvements to the quality of the provision. For example, the childminder has completed additional child protection training. This has improved her knowledge of wider safeguarding matters and reporting procedures.
- Partnership with parents is good. Parents receive regular updates about the day their child has had with the childminder through photographs and diaries. The childminder uses key information from parents about what children know and can do to contribute to her assessments. As a result, parents comment that they feel fully involved in their child's learning.
- The childminder is very knowledgeable about children's care routines. For example, she recognises when children are tired. The childminder settles children for a sleep with their comforters and offers soothing, reassuring words. As a result, children are contented and settled.
- The childminder promotes children's early literacy skills and a love of reading. Children share favourite stories and learn how to handle books carefully and turn the pages independently.
- The childminder has a good understanding of how young children learn. She uses this information well to teach and engage children in activities that are linked to their interests. However, at times, the childminder does not fully evaluate the activities she provides. This means that the impact of teaching on children's learning is not always clear.
- The childminder has a very good understanding of the progress children are making. She makes regular assessments of children's learning and has effective systems in place to identify any potential gaps. As a result, children make good progress from their starting points.
- At times, the childminder does not allow children to fully express their thoughts and ideas during activities, which limits their creativity.

What the setting needs to do to improve further

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

- maximise opportunities for children to express their creative thoughts and ideas during activities.
- improve the quality of evaluations of activities, to clearly show the impact on children's learning.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector took account of the views of a parent spoken to on the day of inspection.
- The inspector reviewed documents, including the childminder's training certificates and improvement plans.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.

Inspector
Stephanie Nixon

Inspection findings

Effectiveness of leadership and management is good

The childminder has worked hard to address the weaknesses identified at the previous inspection. As a result, she is now meeting the requirements of the early years foundation stage and has improved the quality of her provision. For example, she has attended medication awareness training and improved her recording systems when administering medication. This helps to promote children's good health. Safeguarding is effective. The childminder has completed further training and is now aware of the signs and indicators of abuse and the procedures to follow should she have concerns for a child. She further promotes children's health and safety by completing regular fire drills and keeping detailed registers of children's attendance.

Quality of teaching, learning and assessment is good

The quality of teaching is consistently good. Children's early communication and listening skills are greatly encouraged as they share familiar stories with the childminder. They confidently repeat the animal sounds for snakes and owls and copy the childminder to flap their arms like they are flying. Children benefit from a wide range of additional learning opportunities outside of the childminder's home. For example, they attend regular playgroup sessions to play alongside other children. This encourages their social and emotional development. Children's physical development is promoted well as they use paintbrushes and glue spreaders with ease to make a Mother's Day card. The childminder extends this learning even further by talking about family relationships and people who are special. Parents speak very highly of the information the childminder gives them about their child's progress and how she involves them in this process.

Personal development, behaviour and welfare are good

The childminder uses information she has gathered from parents, and what she knows about the children, to consistently meet children's individual care needs. She is acutely aware of when children will be tired, when they require bottles and their typical behaviour. As a result, children have developed strong bonds with the childminder and they are emotionally secure. Children share giggles and hugs with the childminder and go to her for reassurance. Children are beginning to learn about healthy eating and the benefits of physical exercise. They enjoy healthy snacks and meals and practise their emerging physical skills during walks in the local woods.

Outcomes for children are good

Children make good progress in relation to their starting points. The childminder has detailed assessment systems in place, which she uses alongside parent information to carefully track progress. The childminder knows how to access additional support, if needed, to improve further outcomes for all children. Children are developing a good range of skills to prepare them for future learning. They demonstrate independence skills as they wash their own hands and faces before snack. Children's early vocabulary is developing well. They confidently name and point to their head, nose and eyes and laugh with delight as the childminder tickles their hands. Due to good teaching and effective assessment systems, children are working comfortably within the range that is typical for their age.

Setting details

Unique reference number	308506
Local authority	Lancashire
Inspection number	10082770
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	10
Date of previous inspection	17 October 2018

The childminder registered in 1996 and lives in Bacup, Lancashire. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

