

Childminder report

Inspection date: 9 March 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

Children enjoy time outdoors exploring and being physically active. The childminder provides a wide range of learning experiences to build on children's interest in the outdoors and the wider community. The childminder knows the children well and prepares challenging activities to support their current interests and next steps in learning. Children develop their physical skills as they pump the fire hose to squirt the water. They learn that the harder they pump, the faster the water squirts out. They make good progress in their learning and development.

Children are well prepared for their future learning, including starting school. They speak confidently to each other and develop close friendships across various age groups. They learn to be considerate to one another and help each other with daily living skills.

The childminder models speech well and purposefully adds words into conversations, which supports children to develop their vocabulary. They enjoy practising new words that are linked to their interests, and confidently express their thoughts. Children develop good listening skills and enjoy a range of musical activities where they express themselves and learn new songs about aliens. Children feel safe and secure in the childminder's home. The childminder is extremely attentive to children's needs and they thoroughly enjoy their time with her.

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

- The childminder completes ongoing observations and meticulously monitors the progress that children make in their learning. She uses this information to swiftly identify and address any gaps in their development. Children are making consistently good rates of progress.
- Children show high levels of curiosity and concentration in their play. For example, they select wooden shapes and match them to their shadows.
- The childminder provides children with exciting and unique activities to develop their understanding of the world. For example, they discuss animals such as a lion and that they eat antelopes, skunks are smelly and porcupines are prickly. They have great fun playing with the toy animals and discussing the facts they have remembered about them from previous discussions.
- The childminder has strong partnerships in place with parents. Parents enjoy regular communication with the childminder. Parents comment that the childminder provides a 'personal touch' and they say, 'My child loves coming.'
- Children develop a good understanding of risk. For instance, they learn to climb on equipment safely and go down the slide on their bottom, discussing why it is not safe to go down head first.

- The childminder reflects on her practice and identifies areas for improvement. For example, training linked to 'transitions' is planned in preparation for the children who will soon leave her setting to go to primary school.
- Children's behaviour is good. They make choices and decisions about their play. They learn to share and they understand people's similarities and differences.
- The childminder is very attentive to the personal care of the children. She is incredibly patient, kind and supportive of the children's developing needs. She supports children to develop a range of independence skills to support their move on to school. Children put on their coats to go outdoors, and eat independently as they cut their snacks with a knife.
- Although the childminder meticulously monitors the progress children make in their learning, she does not make the best use of opportunities to seek information from parents to assist with these assessments.
- Children show good levels of engagement in activities. The childminder regularly checks their level of understanding when she communicates with them. She identifies areas where children need to develop skills, such as mark making. However, there are not always opportunities set out in the learning environment for children to develop these skills further.

Safeguarding

The arrangements for safeguarding are effective.

The premises are secure, and the childminder carries out daily checks on the indoor and outdoor areas. This enables her to recognise any potential hazards. The childminder ensures there are clear procedures in place for dealing with concerns, and the detailed safeguarding policy further supports good practice. She keeps her safeguarding knowledge up to date and clearly describes how she would report concerns about a child's welfare. The childminder understands her duty to prevent children and families from being drawn into extremist views.

What does the setting need to do to improve?

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

- involve parents more fully in ongoing assessments of their children's learning and development
- provide more opportunities for children to practise making marks and develop their early writing skills.

Setting details

Unique reference number	308589
Local authority	Lancashire
Inspection number	10070871
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 13
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 February 2015

Information about this early years setting

The childminder registered in 1997 and lives in Bamber Bridge, Preston. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector

Emma Barrow

Inspection activities

- The inspector had a tour of the childminder's home. She observed activities, indoors and outside, and assessed the impact of these on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- Relevant documentation was looked at by the inspector, including a sample of policies and evidence of the suitability of adults living in the household.
- Several discussions were held with the childminder at appropriate times during the inspection.
- The inspector looked at written evidence provided by parents and took account of their views.

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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