

Childminder report

Inspection date	11 June 2019
Previous inspection date	14 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 builds strong and trusting relationships with parents. She liaises closely with them to involve them in children's assessments and progress. This helps to keep children's learning consistent at home and with the childminder.
- The childminder is well organised and prepared. For example, she researches different dietary needs and allergies, to be best prepared should children require an individual nutritional plan.
- The childminder gets to know children before they attend her setting, meaning children settle quickly. They feel secure and at home in her care.
- Children's choices are respected in this setting. The childminder provides a photo album of toys and resources. This means children have a real input in what they access, and how they learn.
- The childminder has strong communication and language skills. She uses her knowledge of how children learn to model single words, building their vocabulary. Children listen intently to the childminder, and join in by repeating words to show their understanding.
- The childminder has robust and up-to-date safeguarding knowledge. She understands the correct steps to take to protect children. This helps to keep children safe.
- The childminder ensures children have opportunities to explore their community. These outings successfully broaden children's understanding of the wider world. For instance, children visit the local healthcare service and prepare their own questions for the doctor.
- The childminder accesses training to enrich her knowledge. However, she does not always focus specifically on what she needs to learn to meet the children's individual needs.

What the setting needs to do to improve further

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

- focus the use of continuous professional development and training to raise the quality of teaching to meet the individual needs of children.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector viewed the areas used for childminding and held discussions with the childminder.
- The inspector looked at relevant documents, records and policies. This included the evidence of the suitability of the adults living in the premises.
- The inspector took into account written views from parents.
- The inspector completed a joint evaluation of an activity with the childminder.

Inspector

Shauneen Wainwright

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of the signs and symptoms of abuse. She has accessed additional training to build her knowledge on wider safeguarding issues, such as the 'Prevent' duty. The childminder's house is well maintained, tidy and secure. She completes daily risk assessments to ensure areas and resources are safe and ready for use. This means children can confidently explore the setting and freely access toys and learning materials. The childminder keeps up to date with changes in the early years sector. She uses this knowledge to make positive changes in her practice. The childminder carefully tracks children's development. This means she can monitor and address any gaps in learning.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder creates a relaxed learning environment, where children take the lead. Children are happy and actively engaged during their time with the childminder. She skillfully joins children's play, promoting learning opportunities and offering suitable challenge. For example, children delight in exploring a selection of musical instruments. The childminder guides them as they compare the different sounds they can create. Children cheer as they successfully create their own tunes and beats. The childminder understands how to build children's communication and language skills. She models simple, sensory language such as 'crunchy' during snack time. Children experience the different textures of bread sticks, strawberries and bananas. Children's knowledge of the wider world is developed through well-prepared outings. For example, children enjoy taking a trip on a bus. They purchase their own tickets from the bus driver and enjoy observing the daily routine of the community through the bus windows.

Personal development, behaviour and welfare are good

Children's behaviour is good, as the childminder sets clear, age-appropriate boundaries. She gently reminds children to share and take turns, and talks about how others may be feeling. Children learn to think about their peers, and so are kind and thoughtful to each other. The childminder promotes good hygiene. Children are reminded to wash their hands before and after eating. Mealtimes are used as an opportunity to talk about healthy choices, and children enjoy the social experience of eating together. The children have warm, strong attachments with the childminder. They settle quickly in her care and feel confident to approach her for a reassuring cuddle when they feel tired or upset.

Outcomes for children are good

Children are confident and encouraged to make choices for themselves. They explore the environment and enjoy investigating age-appropriate resources. Children show an interest in technological toys, and independently discover how they work. Children make good progress from their starting points, including those with additional needs. Children develop good social skills. They enjoy interacting with the childminder and their peers during mealtimes.

Setting details

Unique reference number	308699
Local authority	Lancashire
Inspection number	10106100
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	14 November 2014

The childminder registered in 1998. She lives close to the centre of Nelson, Lancashire. The childminder operates all year round from 7.30am to 6pm, apart from bank holidays and family holidays.

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Piccadilly Gate
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