

Childminder Report

Inspection date

3 May 2018

Previous inspection date

24 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 truly dedicated to her role. Her bubbly, enthusiastic and positive nature contributes towards the secure attachments that children form with her. Children receive a great deal of praise for their efforts. This helps to instil them with high levels of confidence and a sense of self-worth. Children are happy in the childminder's care.
- The childminder helps children to connect with the natural world. She alerts children to environmental changes, such as the grass growing and buds appearing on the trees. This helps to enhance children's knowledge of how things grow and change over time.
- The experienced childminder observes children closely to tune in to what they know and enjoy. Her engaging learning experiences encompass children's interests and build on their current skills and abilities. All children make good progress.
- Partnerships with parents are good. The childminder engages parents in all aspects of their children's learning. Home learning tips help parents to support and extend children's all-round skills in preparation for their move on to school.

It is not yet outstanding because:

- Occasionally, the childminder does not help children to gain a deep-enough understanding of the impact that their actions have on others, to help promote safer behaviours and high levels of self-control.
- Sometimes, the childminder does not seize opportunities that arise during play to further advance children's use of mathematical language and counting skills.

What the setting needs to do to improve further

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

- build on the good teaching techniques used and help children to gain a greater understanding of the impact that their actions have on others, to further support them in adopting safer behaviours and high levels of self-control
- expand on the opportunities that arise during play to extend children's counting skills and their use of mathematical language to a higher level.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector and childminder jointly evaluated a planned activity.
- The inspector took account of the views of parents from comments noted on recent reference letters.
- The inspector looked at evidence of suitability, a record of the childminder's qualifications and training, policies and procedures, health and safety documents, children's learning files and the childminder's self-evaluation documents.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Varied safeguarding training and regular updates help to ensure the childminder has a good knowledge of all aspects of safeguarding, including child protection procedures. The childminder takes effective precautions to minimise any risks. She uses opportunities, such as walks in the local community, to help children to adopt a good knowledge of road safety laws. Children quickly embrace these new principles during play. For example, they readily express that 'green means go' and 'red means stop' when playing with vehicles. The experienced childminder aspires to improve. Her incisive evaluations and regular training are sharply focused on improving outcomes for children. For instance, following advice from regional events' the childminder places a strong emphasis on reading with children to enhance their early literacy skills. Tracking is used well to close any gaps in children's learning.

Quality of teaching, learning and assessment is good

The childminder swiftly builds on children's interests from home. For example, following children's interest in knights and dragons, she provides meaningful play resources to enhance children's imagination and introduces new songs to aid their communication and language skills. The childminder engages children in purposeful activities. For instance, she encourages children to use scissors to cut materials of various strengths, such as cooked spaghetti, wool, ribbon and cardboard tubing to help advance their physical skills. Her effective questioning techniques encourage children to share information about themselves and to make connections to and talk about living things and the environment.

Personal development, behaviour and welfare are good

The childminder welcomes children into a homely and safe environment, where they are inspired to play, learn and develop. Settling-in procedures are supportive. The childminder leads by example. Purposeful strategies, such as engaging children in games, help them to adopt good turn-taking skills. Friendly conversations with local residents contribute towards children gaining an understanding of the diverse needs of others, such as the need for using walking aids to assist mobility. Children enjoy time outdoors in the fresh air. For example, they compete in races against one another on the football pitch and use resources, such as ribbons, bubbles and scarves, to observe the effects of the weather. The childminder shares detailed information about children's care and learning with schools and other settings they attend, to help to promote continuity.

Outcomes for children are good

All children make good progress. Children are motivated and enthusiastic learners. They show confidence in completing complex tasks to develop independence. Boys readily initiate their own play themes, and let their imagination run wild when playing with favourite toys, such as dragons and knights. Girls listen to stories with increased attention and confidently join in with repeated refrains. Children are polite and well mannered. They are well prepared for their move on to nursery and school.

Setting details

Unique reference number	308939
Local authority	Lancashire
Inspection number	1103560
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	24 July 2014
Telephone number	

The childminder registered in 2000 and lives in Leyland. She operates Monday to Thursday, from 7.30am to 6pm and on Friday, from 7.30am to 9am and 3.20pm to 6pm, all year round, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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.gov.uk/government/organisations/ofsted. 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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, 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 website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2018

