

Childminder Report

Inspection date

7 June 2017

Previous inspection date

20 February 2015

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 extremely warm, kind and sensitive. She places children at the very heart of her practice. This helps children to develop positive self-esteem and confidence and promotes their emotional well-being effectively.
- Children are inspired to play, learn and develop in the homely environment that the childminder provides. The childminder delivers a very broad range of activities and experiences for children and follows their individual interests closely.
- The childminder uses the information she gains from her regular observations and assessments of children's learning well. She plans activities that are tailored to what children need to learn next and they make good progress.
- The childminder accesses a variety of training opportunities. For example, she has recently completed an outdoor training programme. Children have vast opportunities to benefit from fresh air and exercise on visits to an abundance of interesting places.
- The childminder develops close links with parents and keeps them informed about children's development. She encourages parents to continue children's learning at home. Parents comment how they are very pleased with the level of care provided.

It is not yet outstanding because:

- On occasions, the childminder does not consistently use the correct pronunciation of some words to promote younger children's language skills to an outstanding level.

What the setting needs to do to improve further

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

- enhance teaching skills and consistently use the correct pronunciation of words to strongly promote the development of younger children's language skills to an higher level.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability, qualifications and training certificates.
- The inspector spoke to parents and children during the inspection and took account of their views. She also took account of the views of parents from written feedback they had provided.

Inspector
Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The childminder continually evaluates her practice. She listens to the views of parents and children and responds to suggestions that they make. For instance, a parent has made a resource that children use during water play in the childminder's garden. The childminder closely tracks the progress that children make. She encourages parents to seek extra support from external agencies where early gaps in learning are identified, helping to raise outcomes for children. Safeguarding is effective. The childminder has a thorough understanding of local safeguarding procedures and the steps to take to protect a child's welfare. She teaches children to keep themselves safe. For example, she talks to them about negotiating obstacles on the floor, in order to keep younger children safe from trip hazards as they play.

Quality of teaching, learning and assessment is good

The childminder interacts well with children and joins in effectively with their chosen play. Children choose from the large selection of toys and resources that the childminder offers. For example, younger children engage the childminder and visitors in their play, such as pretending to eat pizza and cake slices. The childminder models counting; children practise their good counting skills. Children are keen and eager to learn.

Personal development, behaviour and welfare are good

The childminder gathers important information from parents about children's care needs and learning before they start their placement. She provides very flexible settling-in sessions. Children settle extremely quickly into the childminder's home. Children form strong bonds with the childminder and they behave very well. The childminder is an excellent role model and offers consistent praise and reassurance to every child. Younger children play well together and they learn to share and take turns with one another. They develop very good physical skills and thoroughly enjoy being outdoors. The childminder provides children with plenty of opportunities to be active as they climb, run and jump.

Outcomes for children are good

All children make good progress from the outset. Younger children develop good language skills overall. For example, they speak into toy telephones and practise early conversation skills. Younger children delight in making marks using a variety of tools, such as paint brushes in water. They follow their own interests and use their hands and feet to make prints, building on their sensory development. Children show good self-care skills. For instance, they help get undressed for nappy-change routines. Children wash their hands before eating snacks independently, such as fresh fruit and vegetables. They are prepared well for the next stage in their learning and, eventual, move to school.

Setting details

Unique reference number	EY247961
Local authority	Lancashire
Inspection number	1091574
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	20 February 2015
Telephone number	

The childminder registered in 2003 and lives in Leyland, Lancashire. She operates all year round from 7.45am to 5.30pm, Monday, Tuesday, Wednesday and Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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