

Childminder report

Inspection date: 24 January 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 thoroughly enjoy attending the childminder's setting and settle very well. They show that they feel happy, safe and confident. Children are self-assured and are eager to have a go. They confidently try new things and enjoy exploring how things work. For example, young children are delighted to find that music and lights appear when they press buttons on technology toys.

Older children learn that spaceships need rocket fuel before they are ready to launch. They experiment with enthusiasm as they discover how to manoeuvre the toy spaceship arm and pretend to mend the satellite. Children demonstrate positive attitudes towards their learning and have a strong sense of belonging. They share resources and play cooperatively together.

The childminder is passionate about helping children to develop the necessary skills in readiness for their move on to school. She keeps parents informed about their children's developmental progress and shares ideas to support children's learning at home. Parents say that the childminder provides children with many activities that they may not have access to at home. For instance, children benefit from regular outings in the community, including to the childminder's allotment. This helps children to learn about how things grow and the world around them.

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

- The childminder knows how to recognise and promote the different ways that children learn. For example, she provides resources for children who like to roll objects and line toys up. This encourages children to develop good engagement and concentration skills.
- Overall, the childminder plans an effective curriculum that promotes all areas of learning. This helps children to make good progress and develop an enjoyment of learning. However, during group-time activities, the childminder does not maximise opportunities to challenge younger children in their learning.
- The childminder uses a variety of methods to promote children's language skills. She listens to them with interest and allows them enough time to respond to questions. The childminder provides children with a running commentary and introduces new words as children play. Children are confident communicators who enjoy singing familiar songs and rhymes.
- The childminder provides children with good opportunities to strengthen the muscles in their hands. For example, children learn how to move their hands in different ways while playing with dough. They learn how to hold a pencil correctly and recognise letters in their name. However, the childminder does not consistently use knowledge gained from training to promote children's literacy skills to the highest level.

- The childminder follows good hygiene routines and helps children to learn about the importance of washing their hands. Older children tend to their personal needs and show good independence. The childminder provides children with healthy and nutritious meals. The childminder works with parents to establish children's routines and care needs. She shares menus with them, so they know what their child is eating.
- Children demonstrate good mathematical skills. For example, they are eager to name shapes, such as an 'oval', 'star' and 'heart'. They count backwards from 10, ready for the imaginary launch of the rocket.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role in safeguarding children. She knows how to recognise possible indicators that a child may be at risk of harm. The childminder understands the procedures to follow, should she be concerned that a child is being abused. She shares information with parents to help keep their children safe, for example, by providing safer sleeping guidance. The childminder helps children to learn how to keep themselves safe during their play. For example, she teaches children how to hold and use scissors safely.

What does the setting need to do to improve?

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

- review the organisation of group-time activities to provide younger children with further challenge
- focus more on using knowledge gained from training to promote children's early literacy skills to the highest level.

Setting details

Unique reference number	EY266474
Local authority	Lancashire
Inspection number	10073237
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	6
Number of children on roll	7
Date of previous inspection	26 January 2016

Information about this early years setting

The childminder registered in 2003 and lives in Great Harwood. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with an assistant. She holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Cath Palser

Inspection activities

- The inspector observed the quality of the care and education, and assessed the impact this has on children's learning.
- A tour of the setting and joint evaluation of an activity were completed with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- She took account of the views of parents through written feedback provided.

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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