

Childminder Report

Inspection date

8 March 2016

Previous inspection date

21 March 2011

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 uses the information from her observations and assessments of children's learning, to plan challenging activities that support their continued progress. Areas of play are regularly enhanced and inspire children to learn and develop. This contributes towards ensuring that all children make good progress.
- The well-qualified childminder aspires to improve. She listens attentively to children about what they enjoy and actively involves them in directing their own learning. Her constant evaluations of her practice, continual research and attendance at training is clearly focussed to improve her practice and provision.
- The childminder provides outstanding support to disabled children and those who have special educational needs. Her excellent use of signing and extremely close partnerships with parents and other professionals help to ensure that children's specific needs are exceptionally well met.
- The childminder promotes her setting values very well. She teaches children to respect one another and to recognise and value each other's similarities and differences. Children are encouraged to share information about themselves and their families. They enjoy looking through their learning files with one another to share their experiences.

It is not yet outstanding because:

- Occasionally, adult-led activities do not provide younger children with the opportunities to be actively engaged throughout.
- The childminder does not fully use highly effective methods to analyse groups of children's learning more closely, in order to rapidly identify gaps as they emerge.

What the setting needs to do to improve further

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

- provide even more opportunities for younger children to be actively involved in adult-led activities
- analyse more closely the progress that groups of children are making to rapidly identify any gaps as they emerge.

Inspection activities

- The inspector toured the areas used for childminding.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector observed children during their freely chosen and routine activities.
- The inspector conducted a joint observation with the childminder during a planned activity.
- The inspector examined a range of documents. These included, the policies and procedures, risk assessment records, evidence of suitability checks, training records, the provider's self-evaluation documents and children's learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted in the provider's feedback forms.

Inspector

Charlotte Bowe

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of the procedures to protect a child's welfare. She shows a high regard for children's safety. Close supervision, high-visibility vests and age-appropriate safety restraints are used to help ensure that children remain safe at all times during outings. Children's individual progress is monitored very well. The childminder is proactive in providing tailored activities that help children make good progress in learning. The childminder regularly meets up with other local providers to share good practice ideas and enhance her provision. Recruitment procedures are robust. The childminder works together very well with her assistant. She confidently monitors their performance and disseminates all information from training to help extend their knowledge and skills.

Quality of teaching, learning and assessment is good

The childminder has high expectations of children and is fully responsive to their learning needs. Older children enjoy using resources, such as measuring tapes, to develop their mathematical skills. They confidently count up to ten and use tools competently to form recognisable numbers. Younger children enjoy making their own choices. They are keen to explore the sounds that different toys make and actively sing along. The childminder encourages children to move their bodies in a variety of ways to help them develop good physical skills. Children are curious to find out about how to sign a variety of words. They actively use the knowledge that the childminder provides them with, to communicate with their peers. The childminder works very closely with parents, keeping them informed of their children's learning and welcoming them to share any achievements from home.

Personal development, behaviour and welfare are good

The kind and caring childminder develops secure emotional attachments with children in her care. Attendance at different social groups contributes towards children developing the confidence to make new relationships. The childminder uses effective methods to teach children about keeping themselves safe. One of the ways the childminder does this, is by helping children to understand the importance of looking and listening for cars before crossing the road. Children enjoy the responsibility of carrying out tasks for themselves to develop independence. They begin to manage their own risks, when reaching for their coats they take pride in attempting to put them on unaided. Children's transitions between settings are seamless. Informative communication books help to ensure that children's care and learning needs are effectively shared. The childminder engages children in fun activities, such as football and gymnastic sessions to promote their good health.

Outcomes for children are good

Children are happy and settled in this inclusive setting. They play together well and develop good social skills. The childminder uses funding to good effect to extend learning opportunities where children need this most. Effective individualised support helps to ensure that all children make consistently good progress in their learning, given their starting points. Children develop key skills, such as self-confidence and independence which helps to prepare them well for their next stages in learning, including school.

Setting details

Unique reference number	EY295755
Local authority	Blackburn
Inspection number	861554
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	12
Number of children on roll	7
Name of provider	
Date of previous inspection	21 March 2011
Telephone number	

The childminder was registered in 2004 and lives in Blackburn. She works with an assistant. The childminder operates from 8am to 5pm, Monday to Friday, during term time. She holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children. She also supports disabled children and those who have special educational needs.

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