

Childminder report

Inspection date: 15 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

The childminder is passionate about helping children to gain the key skills they need to be ready for school. Children are active and enthusiastic learners and are keen to participate and engage in activities. They show that they feel happy and safe. Children thoroughly enjoy participating in the music and dance activities. The childminder enthusiastically explains and demonstrates the different movements. This helps to motivate children to join in with energy and interest. They listen attentively to the childminder's instructions and join in the words to familiar songs.

The childminder follows children's interests well and incorporates these into different activities. For example, she invites children to talk about the dolls they had for Christmas. The childminder challenges children to count the line of dolls and name the different body parts. Children enjoy making up their own play and express their creativity. For example, they pretend to feed the toy dogs and use the doctor's kit to take an imaginary splinter out of a dog's ear. The childminder is a good role model and gives gentle reminders of expectations of behaviour. Children learn to play cooperatively together and develop good social skills.

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

- The childminder provides a curriculum that is organised to effectively promote all areas of learning. She builds on what children already know and can do and introduces plans to promote what they need to learn next. The childminder promptly identifies any gaps in children's learning and works with other professionals when needed. All children are supported well to make good progress.
- Children help set the table and choose from the good range of resources that are easily accessible. This helps to promote children's confidence and independence.
- The childminder asks children questions to establish their understanding and promote their recall skills. She gives children plenty of time to think and respond. Children decide how they will cook the potatoes that they find when digging, and they remember planting them in the garden.
- Parents comment that they are extremely satisfied with the service provided and with the good progress that their children are making. They say that children settle in well and look forward to going to the childminder's.
- The childminder regularly seeks the views of parents and children. However, she does not use highly focused and targeted methods to help her to identify specific areas for improvement to help raise the quality of practice to the highest level.
- The childminder provides children with healthy and nutritious food. However, she does not maximise opportunities to help children to develop an awareness of healthy lifestyles and learn how to make healthy choices.

- Children are provided with opportunities that they may not otherwise experience at home. For example, they benefit from plenty of outings, such as visits to the local park, shops and woods. They are invited to school events and assemblies, where they recently met a reindeer and police officers. This helps children to learn about their community and the world around them.
- The childminder keeps her knowledge and skills up to date through completing ongoing training. Following training, the childminder uses signing and gestures to accompany her comments. She sounds words out and helps children to develop their language skills. Children are confident to join in conversations and share their views and experiences.
- The childminder works closely with parents to share children's achievements and provides ideas to support learning at home. For example, she provides ideas to promote children's self-care skills. This includes helping children to develop confidence in using the toilet and to put on their own shoes and coats.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role and responsibilities for safeguarding children. She knows how to identify and respond to any concerns that a child may be at risk of harm. The childminder teaches children to learn to keep themselves safe. For example, children know to tidy away their toys after use, so they do not trip over them. The childminder is keen to support children to take reasonable risks within a safe environment. For example, children negotiate around others nearby as they move their bodies and use the ride-along toys.

What does the setting need to do to improve?

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

- develop the use of self-evaluation to identify priorities for development across all aspects of the provision
- build on the opportunities to help children to learn about healthy eating and how to make healthy choices.

Setting details

Unique reference number	EY295755
Local authority	Blackburn with Darwen
Inspection number	10073463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	8 March 2016

Information about this early years setting

The childminder registered in 2004 and lives in Blackburn. She operates from 8am to 5pm, Monday to Friday, during term time only. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a tour of the setting and a joint evaluation of an activity.
- 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.
- Children were spoken to during the inspection.
- The inspector 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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