

Childminder report

Inspection date	20 May 2019
Previous inspection date	11 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 provides a secure and welcoming environment, particularly outdoors, with lots of toys and activities to encourage children's learning. She offers stimulating and challenging activities so that children have fun while they learn.
- The childminder builds positive relationships with parents and shares information with them about their children's progress and routines. Parents make positive comments about the childminder's flexibility in meeting their changing childcare needs.
- The childminder is a positive role model for the children. She demonstrates expected behaviour as she sits with them at mealtimes and during activities.
- The childminder makes accurate assessments of children's progress. She uses her findings to identify any gaps in children's development and plans ways to encourage the next steps in their learning.
- The childminder continuously evaluates her own practice to highlight the strengths and any weaknesses. She uses the results to identify her training needs and find ways to improve her provision.
- The childminder does not provide enough opportunities for children to develop their knowledge and understanding of the wider community and people who are similar to, or different from, themselves.
- The childminder does not make the most of all opportunities to encourage children to develop their self-care skills and promote their independence.

What the setting needs to do to improve further

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

- provide more opportunities for children to explore the wider local community and learn about people and communities that are similar to, or different from, themselves
- encourage children to take more responsibility in managing their own basic care needs, during daily routines, to increase their independence and confidence.

Inspection activities

- The inspector checked the suitability of the childminder's home and the quality of resources.
- The inspector observed the quality of teaching and learning during activities.
- The inspector spoke to the children throughout the day and considered written feedback from their parents.
- The inspector checked key policies, the childminder's qualifications and evidence of suitability for all family members.

Inspector
Mary Hacking

Inspection findings

Effectiveness of leadership and management is good

The childminder is appropriately qualified and has completed lots of training courses, including first-aid training. She has formed positive links with parents and shares information with them in several ways. For example, the childminder uses an online system to record her observations and make assessments of children's progress. Parents can login to the system to view their children's routines and activities and contribute to their assessments. The childminder considers parents' comments and includes these as part of her self-evaluation. She completes the progress check for children aged between two and three years. The childminder shares the results with parents so that they can discuss their child's progress with the health visitor. The childminder understands her responsibility to keep children safe from abuse. She knows the procedures to follow if she has any concerns about a child. Safeguarding is effective.

Quality of teaching, learning and assessment is good

The childminder provides a mix of structured and child-led activities that are appropriately challenging for children. For example, during a bug hunt, children develop simple mathematical skills as they search and count the legs on insects and match them to pictures. The childminder encourages children's critical thinking as she asks them questions about the habits, size and shape of different bugs. As a result, children increase their vocabulary and also their understanding of the world. Children enjoy sitting closely together with the childminder to listen to stories. The childminder encourages children to take the lead in reading the story. Children link the stories to simple songs that they all sing together. As a result, children develop a love of books and early reading. Children make their own choices about what they want to do. For example, they play in the home corner and pretend to make soup with chillies. They use their imaginations and make links to home as they discuss the ingredients that they need to make cakes.

Personal development, behaviour and welfare are good

The childminder gathers lots of important information from parents about their children right from the start. This helps to ensure that children settle quickly. The childminder gives children lots of praise and encouragement for their efforts and achievements. Children enjoy playing together and exploring in the garden. They are caring and helpful towards each other. For example, older children try to help younger children to put on their shoes. Children socialise well, take turns and work as a team as they play a game of hide and seek together. Children are developing their understanding of positive behaviour and good manners as the childminder encourages them to be polite and respectful to each other during their play.

Outcomes for children are good

Children are progressing well from their starting points and all are on target for their age and stage of development. They demonstrate their developing social skills as they interact well with both their peers and other adults. Children know their routines and are learning to follow simple rules. They are developing the necessary skills to help them embark on their next learning experiences.

Setting details

Unique reference number	EY310648
Local authority	Lancashire
Inspection number	10106054
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	11 June 2014

The childminder registered in 2005 and lives in the Ashton-on-Ribble area of Preston. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for children aged two, three and four years. She has a childcare qualification at level 3.

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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

