

Childminder report

Inspection date: 23 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 demonstrate that they feel happy and safe. They make friends easily, play cooperatively and have a good understanding of expectations for behaviour. Children settle in quickly and form a strong bond and attachment with the childminder. They enjoy cuddling and relaxing with the childminder as they share stories together.

Children demonstrate a strong sense of belonging and are eager to explore the well-planned learning environment. Younger children discover that they can make marks by tapping stampers onto the water mat. They observe different sensory resources with interest and giggle as they look at themselves in the mirror. Children are excited to discover that technology toys light up and make sounds when they press different buttons.

Parents are kept fully involved in what children have been doing during the day and the activities they have enjoyed. They say that they are amazed with their child's knowledge of how their bodies work. Children talk about how their lungs help them to breathe and how their brain helps them to think. The childminder has high expectations of what children can achieve and she shares her vision with parents. This includes helping children to develop a thirst for learning and preparing them for their future and for school.

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

- The childminder provides children with plenty of choice throughout the day and values their suggestions. She follows their interests well and plans for what they need to learn next. Children benefit from a variety of learning experiences, including those that they may not have access to at home. For example, children go on regular outings to parks and the local community, to learn about the world around them. However, occasionally, the childminder does not maximise opportunities to encourage younger children to become more involved and engaged in activities.
- The childminder keeps her knowledge and skills up to date and completes regular training and research. Following training attended, the childminder shares strategies with parents to promote a consistent approach towards behaviour management.
- On the whole, the childminder uses a variety of effective ways to promote children's communication, listening and attention skills. Children are confident talkers and listen attentively as the childminder shares familiar stories. They point to pictures and talk about what is happening. However, the childminder does not make the most of some opportunities to introduce more complex words and extend children's language even further.

- Children enjoy participating in activities and are developing strong mathematical skills. They notice the coloured light shining onto the carpet from the window. The childminder encourages children to place blocks on the carpet to match the sequence of colours of the rainbow.
- The childminder helps children to develop their good independence skills and to see to their own personal needs. Older children are eager to set the table and pour a drink of water for each other. They tidy away the toys and know to keep the floor clear, 'so nobody gets hurt'.
- Children have plenty of space to move around and develop good physical skills. They gain confidence in their own abilities as they use large play apparatus in the garden and at the local parks. Children use their hands to manipulate dough, practise threading and learn to hold pencils using a tripod grip. This helps to strengthen children's hands, ready for early writing. Children are developing the key skills that they need to be ready for school.
- The childminder provides a welcoming and inclusive environment. She helps children to learn about people and communities beyond their own. Children take part in a range of activities, including listening to stories about others who are different to themselves.
- The childminder works effectively with parents. She shares ideas for enjoyable activities for parents to continue children's learning at home, such as promoting regular story time. The childminder regularly reflects on her practice and values parental feedback to help set priorities for improvement. Parents say that they are kept well informed about children's progress and that communication is 'second to none'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a confident and robust understanding of her responsibilities in safeguarding children. She knows how to promptly respond to a concern that a child may be being abused or neglected. The childminder provides children with an environment that is safe and secure. She teaches children to learn how to keep themselves safe. For example, children learn to handle scissors and knives with care. They know to hold onto the bannister when they walk up and down the stairs.

What does the setting need to do to improve?

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

- build on the opportunities to provide children with more complex words and help promote their language skills even further
- provide younger children with even more opportunities to become involved and engaged, particularly during adult-led activities.

Setting details

Unique reference number	EY342669
Local authority	Lancashire
Inspection number	10073772
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	7 January 2016

Information about this early years setting

The childminder registered in 2007 and lives in Clayton le Moors. She operates all year round from 7.30am to 5.15pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of the care and educational practices during activities. She 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.
- 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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