

Childminder report

Inspection date: 17 October 2019

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

Babies gain a great deal of emotional security from their close attachments with the childminder. They are happy, settled and engaged in a range of stimulating activities. For example, they giggle with delight as they play peek-a-boo with the childminder. Babies are curious as they investigate the low-level resources. For example, they explore cause and effect as they bang together plastic blocks to create a noise. The childminder models the use of simple words as she talks about what they are doing. This contributes to supporting babies' understanding and fosters their language development. Babies are developing new skills. For example, the childminder encourages them to try and feed themselves with a spoon. This helps to challenge their learning and supports their independence. Babies' physical development is supported well through a range of approaches.

The childminder is a positive role model and has high expectations for all children. She provides a broad range of stimulating activities in her home and in the local community that help them to make good progress. However, when children first start to attend, she does not gather enough detailed information about what they can already do. This means that the childminder does not identify initial starting points for learning to enable potential gaps to close more quickly.

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

- The childminder is calm and patient. She is attentive and echoes the babbling sounds and the actions of babies in her care. This helps to support their engagement and fosters their communication skills.
- The childminder models new actions for babies to copy. This helps to provide challenge for their learning. For example, a baby delights in knocking down a tower of bricks. The childminder rebuilds it many times as she follows their interest. She gradually encourages the baby to have a go at stacking some of the blocks. This helps to promote their thinking and supports them to make progress.
- The childminder builds strong, supportive relationships with babies and young children. She tunes in well to meet their individual needs and responds sensitively. For example, the childminder realises when a baby is tired. She cuddles them in her arms and gently strokes their face to help them relax.
- The childminder respects children's home routines and follows them in her setting. This helps them to settle quickly. It also contributes to providing continuity of care, which promotes children's well-being.
- The childminder promotes positive behaviour and helps children learn how to stay safe. For example, she teaches them about road safety as they walk in the local community.
- The childminder sings familiar rhymes and reads stories to children. This helps to

support their language development and literacy skills.

- The childminder keeps parents well informed about their children's care and learning. Their comments are positive regarding the quality of care that their children receive and the progress that they are making in their development.
- The childminder plans a range of activities that promote all areas of children's learning. She shares assessments of their development with parents. However, next steps for learning are not established at the start of the placement or in the first few weeks of attendance. This means that initial activities are not always tailored to meet children's individual learning needs, to help them make the best possible start.
- The childminder promotes children's self-care skills effectively. She provides healthy snacks and daily opportunities for them to exercise outdoors in the fresh air. This helps to promote children's well-being.
- The childminder actively seeks the views of parents to help support evaluation of her practice. She is aware of her strengths and has development plans in place that are meaningful and will help to drive forward continuous improvement.
- The childminder has attended mandatory training since her last inspection. However, she has not developed a clear and targeted programme of professional development to help maximise her skills and raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of signs and symptoms of potential abuse. She knows the correct procedures to follow in the event of a concern. The childminder uses effective risk assessment to help support a safe environment for children.

What does the setting need to do to improve?

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

- review procedures when children first start to attend, to obtain an accurate assessment of their starting points for learning in order to identify and close potential gaps as quickly as possible
- develop a programme of targeted training to help raise the quality of teaching to the highest level.

Setting details

Unique reference number	EY361818
Local authority	Blackburn with Darwen
Inspection number	10071476
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	18 December 2015

Information about this early years setting

The childminder registered in 2007 and lives in Darwen. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kate Smith

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact that this had on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and talked to children during the inspection.
- The inspector looked at a selection of documentation and took into account the written views of parents.
- The inspector considered evidence of the suitability of persons living in the household.

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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