

Childminder report

Inspection date	4 April 2019
Previous inspection date	15 March 2016

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 and her assistant create a warm and welcoming home-from-home environment for children. Children settle quickly and build strong attachments. They demonstrate that they feel happy, safe and secure in the childminder's care.
- The childminder and her assistant know the children well and understand each child's individual routine. They recognise when children are becoming tired or hungry, or need cuddles or reassurance.
- The childminder and her assistant are good role models. Children behave well. The childminder and her assistant develop children's good behaviour through consistent positive praise and encouragement. This also helps to promote children's self-esteem and emotional well-being.
- Parents are overwhelmingly positive about the care that their children receive. They say that the childminder and her assistant support their children's development well and they receive regular information about their children's progress.
- The childminder and her assistant help children to make good progress in their mathematical skills. For example, they promote opportunities for children to count the raised bumps on different sized bricks as they build. They also develop children's mathematical language well. For instance, children identify mathematical differences, such as wider and bigger, between patterns they have made in sand.
- At times, the childminder and her assistant do not provide enough opportunities to challenge older children's thinking and help them to extend their own ideas further.
- The childminder does not obtain the most precise information from parents about their children's stage of development on entry. This does not help her target teaching as accurately as possible from the start.

What the setting needs to do to improve further

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

- provide older children with more opportunities, to extend their thinking skills and build on their own ideas
- seek more detailed information from parents when children first start, to plan even more precisely for their continued progress from the earliest stage.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- 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 joint evaluation of an activity with the childminder and her assistant.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's and her assistant's suitability and training certificates.
- The inspector took account of the views of parents through reading written feedback they had provided.

Inspector
Lisa Howard

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of safeguarding and welfare concerns. The childminder and her assistant have a clear understanding of how to assess and minimise potential hazards in home and during outings. All required documentation is in place, including policies and procedures and written permission from parents. The childminder is a very enthusiastic practitioner and is committed to continuously improving her service. For example, following self-evaluation of her service and further research, she has recently created an enticing reading area. The childminder offers her assistant good levels of supervision to help to ensure they provide a consistent approach. They both regularly access training to enhance their skills and understand their roles and responsibilities well. This helps to ensure children's learning and development needs are suitably met. The childminder shares information with staff at other settings that children attend. This helps the childminder and her assistant to support children's learning well.

Quality of teaching, learning and assessment is good

The childminder and her assistant observe children regularly and keep detailed records of what they know and can do. They monitor children's progress effectively and identify appropriate next steps for their learning. Children progress well. The childminder provides a wealth of activities and resources to engage and excite children in learning. Activities planned follow children's interest and promote creativity and exploration. For example, younger children seek out the 'sensory tent' where they enjoy feeling the different textures of natural objects. As children play, the childminder and her assistant engage children in conversations and give a running commentary about what they are doing. This encourages children to respond well, which helps to extend their vocabulary. For example, children learn about 'layers' as they build tall towers.

Personal development, behaviour and welfare are good

The childminder promotes children's health and well-being effectively and provides children with a wide variety of delicious home-cooked meals. Children are provided with good opportunities for fresh air and exercise. They play regularly in the childminder's garden where they develop their physical skills well. They also enjoy regular outings in the local environment that further enrich their learning and development, such as visiting ducklings nearby. The childminder and her assistant develop children's self-care skills and independence effectively during everyday routines, such as dressing for outdoor play and using cutlery at mealtimes.

Outcomes for children are good

Children are developing a good range of skills for their future learning and their eventual move to school. They are confident and demonstrate positive attitudes to their play and learning. Older children learn to write their names. Younger children develop the muscles in their hands they will need for future writing. For example, they hold colouring pencils correctly and enjoy mark making. Children listen carefully and learn to respond to instructions. For example, they listen to and enthusiastically join in with actions to nursery rhymes.

Setting details

Unique reference number	EY362734
Local authority	Lancashire
Inspection number	10074014
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 March 2016

The childminder registered in 2007 and lives in Chorley, Lancashire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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

