

Childminder Report

Inspection date	16 January 2017
Previous inspection date	21 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Strong and effective partnership working with parents is established from the start. The childminder provides parents with ideas for fun activities that help continue children's learning at home.
- The childminder regularly seeks the views of children and parents. She uses this information to effectively meet children's individual needs and drive ongoing improvements across all areas of practice.
- The childminder uses comprehensive observations and accurate assessments of each child. This information is used to plan for individual, focused experiences to help ensure each child is making good progress.
- Children are happy, self-assured and show a sense of belonging. They are keen to take part in activities and develop a growing confidence in their own abilities.

It is not yet outstanding because:

- The programme of training and professional development is not highly targeted to help ensure that the quality of teaching and learning is constantly improving.
- The childminder does not maximise opportunities for children to learn about other people and communities.

What the setting needs to do to improve further

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

- build on the programme of training and professional development that helps enhance the quality of teaching and learning even further
- provide children with even more opportunities that help them to learn about other people and communities beyond their own.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at children's records and planning documentation. She looked at a range of other documentation, including policies and procedures and the childminder's self-evaluation.
- The inspector took account of the views of parents talked to on the day and through looking at a range of parental feedback documents.
- The inspector spoke to the childminder and children at appropriate times during the inspection.

Inspector

Cath Palser

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of child protection issues and regularly attends training to update her knowledge and skills. She knows the procedures to follow should she be worried about the welfare and safety of a child. The childminder has high expectations of children and regularly assesses the progress that each child is making. She liaises effectively with other professionals and other settings that children attend to promote consistency in children's learning and development.

Quality of teaching, learning and assessment is good

The childminder shares information with parents about children's interests and what they can already do from the start. She provides fun activities that help children maintain focus and concentration for sustained periods of time. The childminder introduces a range of methods to effectively support children's critical thinking and problem-solving skills. For example, she encourages children to match and count the pictures and connect the wooden train track pieces together. The childminder promotes children's language skills well. She tunes in well to their communications. She provides younger children with a running commentary and introduces them to new words. The childminder asks questions, demonstrates, prompts and gives suggestions. Children are keen to try new things and explore the environment with confidence.

Personal development, behaviour and welfare are good

Children develop strong self-care and independence skills. They eagerly undertake small tasks, such as tidying away their resources and putting on their own slippers when they arrive. Children learn to manage their own personal needs and develop a growing understanding of how to keep themselves safe. They wash and dry their hands and use tools and equipment with care, for example, as they use the knife to butter their toast. Routines and care practices support children's confidence and self-motivation and promote their physical and emotional well-being. Children enjoy plenty of opportunities to play in the fresh air with vigour and energy. The childminder is a good role model and gives clear and consistent reminders of expectations. Children are beginning to understand how to behave and play together cooperatively. They thoroughly enjoy their time with the childminder and settle in quickly.

Outcomes for children are good

All children are making at least typical progress from their starting points. Accurate assessments are used to identify any gaps and seek early support. Children are active and independent and have an eager disposition towards learning. They are well prepared for their next stages in learning and for school. Children listen attentively to the childminder and follow instructions. They are keen to have a go and investigate how things work. Children show increasing levels of engagement and involvement and are not easily distracted.

Setting details

Unique reference number	EY366119
Local authority	Lancashire
Inspection number	1065087
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 2
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	21 February 2013
Telephone number	

The childminder was registered in 2007 and lives in Poulton-le-Fylde. She operates all year round from 8am to 5.30pm, Monday to Friday, during term times. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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