

Childminder Report

Inspection date

23 April 2015

Previous inspection date

7 December 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has a level 3 qualification in childcare and uses this knowledge to provide a broad range of well-planned learning experiences. As a result, children are motivated, keen to learn and make good progress.
- The childminder provides good, tailor-made settling-in procedures, which promote children's well-being. She establishes warm and secure relationships with children, and effective care practices. Therefore, children have a strong sense of belonging, are emotionally secure and self-confident.
- Safeguarding and children's safety are at the heart of everything the childminder does. She has a very good understanding of child protection and undertakes extensive risk assessments. This ensures that children's welfare is protected and they are kept safe.
- Partnerships with parents are good. They contribute to the assessments and are kept informed regarding children's progress. This shared approach effectively supports children's learning, development and well-being, both in their own home and in the childminder's care.
- The childminder attends regular training, such as safeguarding and training on food allergens. This has a positive impact on keeping children safe and healthy.

It is not yet outstanding because:

- The childminder does not provide a wide range of open-ended and natural resources, to enhance children's exploration and critical thinking.
- The childminder's monitoring of her practice is not yet sharply focused enough to always accurately evaluate its impact on children's learning and development.

What the setting needs to do to improve further

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

- enhance children's exploration and critical thinking skills, for example, by providing more open-ended and natural resources
- develop further the opportunities to reflect on practice, in order to identify the strengths and areas for development and drive the quality of teaching to outstanding.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outside.
- The inspector checked evidence of the suitability of adults living in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the written views of parents.

Inspector

Jacqueline Midgley

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. The childminder provides a good range of learning opportunities based on children's interests. Therefore, all children make good progress from their starting points. For example, children who are interested in dinosaurs, enjoy a variety of activities. These include making dinosaur puppets, investigating textures and patterns with paint, role play and visiting the dinosaur displays at the local zoo. She uses a variety of strategies, including effective questioning, to support all areas of learning. For example, she introduces positional language, discusses dinosaur names, supports children to identify colours, estimate, describe and tell stories. The childminder provides a wide selection of good-quality resources suitable for children of all ages and stages of development. However, natural and open-ended resources, which support children's critical thinking skills, are limited. Planning and assessments are precise, sharply focused on each child's needs and effectively shared with parents and practitioners at other settings that children attend. Therefore, there is a shared approach to children's progress.

The contribution of the early years provision to the well-being of children is good

The childminder ensures that children are happy and enjoy their time with her because she finds out about their needs, likes and dislikes before they start. Parents talk to her on an ongoing basis to ensure consistently high levels of support are offered. As a result, children's emotional well-being is well supported. The childminder ensures the environment is safe and welcoming. She supports children to learn how to assess risk and keep themselves safe. For example, very young children who live in bungalows, learn how to go up and down stairs safely. Children learn about where their food comes from as they grow their own potatoes, peas, tomatoes and strawberries, which they eat as part of their nutritious meals and snacks. The childminder offers a range of well-thought-out activities, which prepare children emotionally for times of change. She effectively supports children to develop their independence and self-care. Therefore, when the time comes, they are well prepared for the next stage in their learning, including school.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a good understanding of the Early Years Foundation Stage requirements. Tracking of children's progress is focused and precise. Therefore, any gaps in children's learning are quickly identified, so that all children make very good progress from their starting points. The childminder evaluates the quality of her practice and uses this information to set targets and drive improvements. For example, she has implemented both recommendations from her previous inspection and improved the methods used to track children's progress. However, the childminder's monitoring of her practice is not yet sharply focused enough to always accurately evaluate its impact on children's learning and development. Feedback from parents is positive. They describe the close relationships between the childminder and their children, and the very good progress made in their learning and development.

Setting details

Unique reference number	EY393386
Local authority	Lancashire
Inspection number	859519
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	7 December 2009
Telephone number	

The childminder was registered in 2009 and lives in Wesham, near Preston. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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