

Childminder report

Inspection date: 22 January 2020

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a warm and welcoming learning environment. Young children demonstrate strong bonds with the childminder. For instance, they are happy to see the childminder when they wake from a sleep, have cuddles then start to explore their surroundings. They feel comfortable and safe with the childminder. They relate to her well as she makes them feel special and welcome in a home-from-home environment. Children look forward to their day, when they have access to many toys, resources and opportunities to go on exciting outings. The childminder is effective in the way she incorporates children's learning with their interests and needs. This makes each day different, which fills children with anticipation of what to expect. Children make their own free choices during play, for example when they enthusiastically place trains on the track and squeal as they roll them off the bridge.

The childminder is an excellent role model, and she provides a wealth of praise and encouragement. This supports children's good emotional well-being and has a very positive impact on how they praise and encourage each other. They cooperate well and are very kind and exceptionally helpful towards each other. For example, children share resources without confrontation, and take turns. Children sit facing each other and squeal with delight when they score a goal by rolling a ball into each other's legs. The childminder intentionally weaves a variety of learning opportunities into children's experiences. For example, she talks about the colour of the ball and helps children to count to three.

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

- Children have plenty of opportunities to learn about their wider community. They regularly visit parks, shops, playgroups and other places of local interest. Children develop good social skills and enjoy playing alongside others. They are kind and helpful towards each other. Their behaviour is excellent.
- Parents are complimentary and speak highly of the childminder and their children's experiences in her care. The childminder is passionate about providing a high-quality service for families. She seeks the views of children and parents to help her to make any changes to her provision.
- The childminder is committed to improving her knowledge and skills continuously. She attends training and uses this to help her to address individual children's needs.
- The childminder introduces new vocabulary and encourages children to contribute to conversations. This helps to support the development of their good communication and language skills.
- There is a good range of stimulating resources available that capture children's attention and cover all areas of learning. For instance, children delight in soaking

cotton wool balls in water and then squeezing the water out. The childminder knows the children in her care very well and is generally sensitive and responsive to their needs.

- Children enjoy the freedom to make choices in their activities. They acquire a level of independence, which the childminder follows with skill. However, during some activities, particularly during snack time, the childminder tends to take a more active role and does not fully encourage children to do things for themselves. This restricts some independence and development of children's practical life skills.
- Partnership working with parents is firmly in place. There is effective communication between the childminder and parents overall. For instance, the childminder keeps parents informed about their child's progress. However, the childminder does not consistently gain detailed information about children's learning at home, in order to help her to plan precisely for each individual child.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a secure knowledge of signs of abuse and what action to take if she has any concerns about a child's welfare. She completes updates to her training and shows a good knowledge of wider child protection issues. The childminder uses a range of strategies to help to keep children safe. For example, she records visitors to her home, ensures doors are locked and supervises children closely at all times. The childminder carries out checks to her home to help ensure that all areas used by children are suitable.

What does the setting need to do to improve?

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

- provide more opportunities for children to do things for themselves and develop their independence even further
- develop ways of encouraging parents to contribute ongoing information about their child's learning at home, to support more precise planning for each child.

Setting details

Unique reference number	EY398003
Local authority	Lancashire
Inspection number	10064166
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	5
Date of previous inspection	4 September 2015

Information about this early years setting

The childminder registered in 2009 and lives in Kirkham. She operates from 8am to 5pm, Tuesday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Emma Barrow

Inspection activities

- The inspector completed a tour of the premises and evaluated an activity with the childminder to understand how the early years provision and the curriculum are organised.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including evidence of the suitability of persons living within the household.
- The inspector took account of the views of parents through written feedback.

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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