

Childminder report

Inspection date	15 November 2018
Previous inspection date	1 June 2015

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

The provision is good

- Children demonstrate a strong sense of security and enjoy warm relationships with the childminder. They regularly approach her for cuddles and invite her to play. The childminder's attentive approach greatly promotes children's emotional well-being and provides them with the confidence and motivation to explore and learn.
- The childminder effectively plans activities to support, strengthen and extend children's current learning, using information from observations and assessment. Children are interested, engaged and make good progress in all areas.
- The childminder works well with parents, promoting a shared approach to children's care and learning from the start. The childminder shares information relating to children's next steps and what she will be focussing on. This helps parents to feel involved and provides opportunities for continued learning at home.
- The childminder provides many opportunities for children to learn about diversity within the context of their interests and understanding. For example, children enjoy activities relating to those who help us where they see images of people from different cultural backgrounds and men and women in various roles.
- The childminder highly values children's ideas, expressions and individual personalities. She responds well to children's strong preferences and their growing sense of themselves. She provides many opportunities for children to carry out small tasks, from a young age, promoting their independence very well.

It is not yet outstanding because:

- On occasion, children are unable to listen carefully and concentrate when listening to stories due to background noise.
- Although the childminder reflects well on her practice, she has not established a highly focused programme of professional development to drive forward the quality of teaching to an even higher level.

What the setting needs to do to improve further

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

- consider more carefully the impact of the physical environment on children's ability to listen and concentrate, for example, by limiting noise when children are listening to a story
- explore a wide range of professional development opportunities that aims to raise the quality of teaching to the very highest levels.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder and assessed the accuracy of her evaluation.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documentation, including required assessments of children's learning, training certificates and children's records.
- The inspector checked evidence of suitability of household members.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is confident in her role of safeguarding children. She demonstrates a clear knowledge and understanding of how to identify and report any concerns regarding a child's welfare. She updates her safeguarding knowledge through regular training on a range of child protection topics, further supporting her in her role. The environment is safe and secure, and children are supervised well. The childminder monitors children's progress as an ongoing process. This helps her to identify any emerging gaps in children's development and provide additional support where necessary. The childminder is proactive in establishing potential partnerships and understands the importance of information sharing.

Quality of teaching, learning and assessment is good

Children are widely supported to follow their ideas. The childminder carefully considers children's reactions to activities and extends their learning in different ways, meeting their needs well. For example, during sensory play some children enjoy exploring the shredded paper and sprinkling it from a height. The childminder responds by playfully putting some on the children's heads, as she describes what is happening, promoting their communication skills well. Other children are reluctant to join in. The childminder gently encourages them, modelling ways to use the shredded paper and describing the sounds it makes, stimulating their curiosity and building their self-confidence. The childminder asks well-posed questions that encourage children's thinking skills. She draws their attention to the different resources, maximising learning opportunities.

Personal development, behaviour and welfare are good

The childminder provides a welcoming and homely environment for children to enjoy. Children behave very well. They join in with the routine of the day, follow instructions and learn to follow the childminder's house rules. The childminder effectively promotes children's good health. She provides a range of healthy snacks and meals and ensures children follow good hygiene routines. For example, children wash their hands before eating and wipe their own faces after lunch. Children enjoy trips out to various settings and outdoor experiences where they use a range of physical skills and learn to take risks. For example, children have great fun navigating over tyre tracks and capably balance and jump off logs.

Outcomes for children are good

Children have good opportunities to develop confidence in social situations. For example, children attend toddler groups and library sessions with other children where they can socialise and meet new people. Children understand simple sentences and copy familiar expressions, demonstrating good emerging speaking skills. They show an interest in technology and enjoy operating simple electronic toys, such as working out how to turn on the sirens on the play fire engines. Children develop skills that prepare them well for their next stage in learning, including starting school.

Setting details

Unique reference number	EY404314
Local authority	Lancashire
Inspection number	10070900
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	1 June 2015

The childminder registered in 2009 and lives in Preston, Lancashire. She operates Monday to Friday, 7.30am until 5pm all year round, apart from bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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