

Childminder report

Inspection date	3 June 2019
Previous inspection date	2 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

This provision is good

- Children spend large parts of their time outdoors. They go out daily with the childminder to nearby woods and toddler sessions. Children learn new skills, such as exploring different environments and tools. For example, children go to the garden centre, press apples and make juice.
- The childminder provides a well-resourced and stimulating environment, both indoors and outdoors, that, overall, helps to promote all areas of learning and development. Babies independently choose resources that particularly interest them, which helps to enhance their physical development. For example, babies have the opportunity to hold a paintbrush and mark make.
- The childminder promotes children's early speech. For instance, she repeats children's unclear words and provides a commentary. This helps to build children's vocabulary.
- The childminder networks with colleagues to share ideas and to plan opportunities for children to develop friendships. Children learn to interact in different situations and develop positive attitudes towards the wider community.
- Parents speak highly of the childminder and the variety of activities and opportunities that children have access to.
- The childminder uses verbal feedback and questionnaires to gather the views of parents.
- At times, the childminder does not identify opportunities within the daily routines to enhance children's independence. For example, there are missed opportunities at mealtimes to support children's independence and self-help skills.
- The childminder has not explored opportunities for older children to learn about phonics to help increase their literacy development and readiness for school.

What the setting needs to do to improve further

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

- provide opportunities for children to develop their independence and self-care
- increase opportunities for older children to learn about phonics to extend their literacy development in readiness for school.

Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.
- The inspector looked at relevant documents, including evidence of the suitability of adults, policies and children's assessment records.
- The inspector held discussions with the childminder at appropriate times during the inspection.

Inspector

Maryam Chauhan

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her knowledge of safeguarding practice and procedures. She is fully aware of her responsibilities to protect children from harm. She is confident to follow procedures if she has concerns regarding a child's welfare. The extremely well-organised childminder continually accesses various training courses to extend her skills and knowledge. For example, she shares her own knowledge gained to support parents with basic first aid. She is part of a childminding cluster and engages in professional discussions about the quality of care and education that she provides. The childminder has a good overview of the service she provides. Previous recommendations have been addressed. For example, outdoor play has been strengthened to promote opportunities for children to develop their curiosity and imagination.

Quality of teaching, learning and assessment is good

The childminder encourages children to count and use mathematical language as they play. For example, she supports children to count the number of ducks to increase their understanding of early mathematics. Children enjoy experimenting with a variety of natural resources. Babies use pots and wooden spoons to mix shells. This helps support good hand-to-eye coordination. Older children show excitement to see what happens when they mix colours together. This helps to support their curiosity and imaginative skills. The wide range of high-quality toys and resources are attractively displayed. This enables children to make choices in their play. Young children can access their favourite books from a basket on the floor. The childminder reads to children, which helps to promote their love of books. Children enjoy singing number songs and rhymes.

Personal development, behaviour and welfare are good

Children of all ages demonstrate a good sense of belonging and play well together. They develop good social skills and build meaningful relationships. For example, they play in harmony, share and take turns for resources. Children have opportunities to learn about similarities and differences between people. For example, when it is Chinese New Year, children taste food from other countries. Mealtimes are a social occasion, where children happily talk about their favourite foods.

Outcomes for children are good

Children are confident and self-assured. Babies press the buttons on the programmable toys and listen to the music they make. They attempt to move the train on the train track and smile broadly when they are successful. Older children explore and experiment with instruments, discovering cause and effect through trial and error. Children are enthusiastic learners. They have many opportunities to develop their mathematical skills.

Setting details

Unique reference number	EY409053
Local authority	Lancashire
Inspection number	10070901
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	2 June 2015

The childminder registered in 2010 and lives in Burnley, Lancashire. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funding for early education for two-, three- and four-year-old children. She holds an early years qualification at level 3.

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