

Childminder report

Inspection date	2 August 2019
Previous inspection date	18 August 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

- The childminder is highly focused on ensuring that every child fulfils their potential. She has a deep understanding of child development and plans effectively so that all children progress well from their unique starting points.
- The childminder and her assistants work well as a team. The assistants are kept informed of any changes to legal requirements. A record of support shows how the childminder helps her assistants to develop the knowledge and skills they need.
- The childminder has very high expectations of all the children in her care. She treats them with respect and kindness and celebrates their individuality. Children are happy and very settled, and behave extremely well.
- Parents feel welcome and highly value the childminder. They feel extremely well informed about what their children do and learn in the setting. The childminder works in partnership with parents to support children's learning at home.
- The childminder reflects on and evaluates her practice. She works well with other professionals to help her continually improve and meet the needs of children and families. The childminder seeks feedback from parents and children as part of this process.
- The setting is well organised with attractively presented and developmentally appropriate resources, tools, toys and equipment. Children enjoy long periods of time playing inside and outdoors and go on regular outings beyond the setting.
- Although all available books are of high quality, a broad range of texts are not always easily accessible where children choose to play.
- Occasionally, during planned activities, children do not have time to explore and investigate resources that interest them.

What the setting needs to do to improve further

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

- extend the range of texts available for children to access and use where they choose to play
- strengthen planned activities further, giving children time to explore and investigate resources that interest them.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.

Inspector

Julia Matthew

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a very good understanding of her duty to safeguard children and knows the signs and symptoms of abuse and neglect. She knows what to do if she has concerns about a child's welfare or development. The childminder has a robust range of health and safety policies and procedures which are evident throughout practice. The environment is kept clean and tidy and children are supported to recognise risks and dangers. The childminder completes risk assessments for the setting and outings to help her ensure that children are safe wherever they are, or choose to play. The progress of children is closely tracked to make sure that any gaps in their learning are planned for. This helps to ensure that children get the support they need to quickly achieve their next steps.

Quality of teaching, learning and assessment is good

Teaching is very good and sometimes outstanding. Where it is outstanding, the childminder skilfully supports children to solve problems and to recognise and correct their errors. For example, she sits alongside children, helping them to reflect on how they have ordered different sized paper fish, from the largest to the smallest. The childminder sensitively encourages children to observe and compare the fish, to talk about their size and consider their decision-making. Children quickly recognise the fish that are not in the right order, complete the activity effectively and celebrate their success. The childminder helps children to develop a love of stories. Children join in with the words and rhymes they know, as the childminder reads to them. They ask and answer questions and share their knowledge and ideas. Babies are very well supported to be social and to engage with the learning environment.

Personal development, behaviour and welfare are good

The childminder is very flexible with her settling-in routines to meet children's individual needs. She gathers detailed information from parents about children's interests and provides for them when they start in the setting. Children quickly form strong bonds with the childminder and go to her for help, comfort and support when they need it. However, the childminder ensures that children develop a belief in their own abilities, a strong sense of self and independent thought. She helps children to understand the importance of healthy eating, exercise and fresh air. Meals are nutritious and balanced. Children remain hydrated by independently accessing and pouring fresh water to drink.

Outcomes for children are good

Children of all ages and stages of development make at least good progress across all areas of learning. They become competent communicators and enjoy counting and solving problems as they play. Children learn about their local community and the similarities and differences between themselves and others. They listen to one another and show kindness and consideration as they play together. Children demonstrate a positive attitude to learning new things, and show resilience and the confidence they need to cope well when they move on to school.

Setting details

Unique reference number	EY411009
Local authority	Lancashire
Inspection number	10064169
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 14
Total number of places	18
Number of children on roll	18
Date of previous inspection	18 August 2015

The childminder registered in 2010 and lives in Baxenden, Accrington. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She works with two assistants at times. The childminder has an appropriate early years qualification at level 3.

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