

Childminder Report

Inspection date

13 February 2017

Previous inspection date

28 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the 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 has formed successful partnerships with other childminders. She meets with them regularly to share good practice.
- The childminder engages well with children. She knows how to use questions to help develop their language skills. Children confidently express their ideas.
- The childminder observes and assesses children's progress effectively and her teaching skills are good. She provides activities and resources that interest children and overall help them move forward in their learning.
- Children are very well behaved. The childminder is a good role model and gives gentle reminders about her expectations which children listen to and respond to accordingly.
- Children are happy and settled. The childminder provides a welcoming environment which effectively supports children's well-being.

It is not yet outstanding because:

- The childminder does not yet make the most of opportunities to undertake targeted professional development to enhance existing skills to a higher level.
- The childminder does not fully help children to understand how good practices with regard to hygiene contribute to their good health.

What the setting needs to do to improve further

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

- undertake further professional development that enhances existing skills to a higher level
- build on the already good opportunities that help children learn further about how good practices with regard to hygiene contribute to their good health.

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 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 through written feedback provided.

Inspector

Stephanie Davies

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good understanding of safeguarding and wider child protection issues. She has appropriate recording systems in place to record accidents and medication that has been administered. These contain the required detail to help to promote children's physical health. Since her last inspection, the childminder has further developed her self-evaluation. She uses this to reflect on her provision and make plans for future improvements. For example, she has highlighted areas in the outdoor provision she wishes to enhance. Parents share positive views about the provision. They value the caring and homely environment and are delighted with the progress their children are making.

Quality of teaching, learning and assessment is good

The childminder establishes accurate starting points for children which include detailed information from parents. She actively joins in children's play, sitting on the floor with them to maintain eye contact and support their involvement in activities. During story time the childminder demonstrates how to be respectful and take care of books. As she reads she engages children with probing questions, such as, 'why do you think the dinosaur is not wearing swimming trunks?' This helps to develop children's early literacy and thinking skills. Older children remain motivated and engaged for prolonged periods of time. The childminder makes the most of opportunities to support children's mathematical understanding, both in freely chosen activities and planned activities. For example, water is frozen into numerical shapes. As children look at the properties of the ice they are also involved in using mathematical language.

Personal development, behaviour and welfare are good

Children are happy and confident in the childminder's care. They are learning skills to support their ongoing personal development. For example, older children put on their own shoes and coats when they go outside to play. Children have ample opportunities to mix with other children and adults during weekly visits to play groups, outings to the shops, parks and library. This helps give children a developing view of the wider world. Children make choices in their play and access resources independently. They play cooperatively and show good manners. The childminder offers praise and encouragement as children share responsibility for small tasks, such as tidying up toys.

Outcomes for children are good

All children are active and enthusiastic learners. They are curious and inquisitive and keen to explore and experiment. Children are keen to contribute their ideas. They make friends easily, develop good social skills and are keen for others to join in with their play. They are well prepared for the next stage in their learning and their eventual move to school.

Setting details

Unique reference number	EY413341
Local authority	Lancashire
Inspection number	1058434
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	28 April 2016
Telephone number	

The childminder was registered in 2010 and lives in Colne. She operates all year round from 7.30am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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