

# Childminder report

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|--------------------------|--------------|
| <b>Inspection date</b>   | 13 June 2019 |
| Previous inspection date | 5 May 2015   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 and her assistant are very kind, patient and caring. They sensitively respond to all children's needs by providing warm and consistent care. This supports children's emotional well-being successfully. For example, babies enjoy plenty of cuddles.
- The childminder provides children with a good range of activities both in her home and in the local community. For example, she takes children to regular playgroups and to swimming lessons. This helps children to develop good social skills. Children learn to mix well with others and to embrace new situations with confidence and enjoyment.
- Children's behaviour is good. The childminder and her assistant are positive role models. This helps children to learn about good behaviours, such as taking turns and sharing. Children greet their friends warmly as they arrive at the setting. They play well together and use good manners without prompting.
- Parents are overwhelmingly positive about the service the childminder offers. They share that they are very happy with the care and learning that their children receive.
- The childminder successfully promotes children's self-care skills. For instance, children help to tidy up and take care of toys and resources. They independently zip up their coats and put their wellington boots on to play in the childminder's extensive garden. Older children learn how to tie laces on shoes.
- The childminder and her assistant consistently praise the children. This helps to promote their confidence and self-esteem.
- The childminder does not consistently identify next steps to precisely target children's future learning.
- The programme for professional development is not yet highly focused to improve the quality of teaching to the highest level.

## What the setting needs to do to improve further

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

- further develop the arrangements for identifying and precisely targeting children's next steps in learning
- strengthen the programme of professional development to help raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked closely at the progress of several children.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's and her assistant's suitability and training certificates.
- The inspector took account of the views of parents from verbal and written feedback they had provided.

**Inspector**  
Lisa Howard

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder ensures that she and her assistant attend mandatory training, including regular safeguarding training. They are able to identify and respond quickly should they have any concerns about the welfare of a child. Risk assessments are robust. This helps to keep the setting safe. The childminder shares information with parents about their children's learning and development. She seeks parents' views on how to develop her provision further. She offers suggestions of how parents can complement learning at home. For example, through singing number rhymes and playing number-matching games. The childminder asks parents what they would like her to focus on, to support children's development further. The childminder has built effective links with other professionals that children are involved with, to help to secure good outcomes and promote inclusion.

### Quality of teaching, learning and assessment is good

The childminder uses children's interests to plan activities that motivate them to learn. Children enjoy listening to a story of a hungry caterpillar. They learn new words such as 'tart' to describe the taste of a plum. They delight in drawing fruit for the caterpillar to eat. As they draw, the childminder models new language effectively and provides children with clear descriptions. For example, children learn comparative language such as 'thinner' and 'rounder at the bottom' as they carefully draw pears. They show high levels of concentration and focus as they successfully count the fruit they have made. Younger children enjoy mark making with chunky crayons. While they do this, the assistant skilfully supports children's growing understanding of colour recognition. Children enthusiastically shout out their chosen colours.

### Personal development, behaviour and welfare are good

The childminder promotes good hygiene practices and provides healthy meals, that children enjoy. For instance, children spontaneously comment on how tasty their food is. Children benefit from an accessible learning environment filled with a wide selection of toys and activities. This supports their growing independence. Children take part in a variety of physical activities. They regularly access equipment in the well-resourced garden and join in weekly movement sessions with other children. Babies delight in a range of activities that support their physical development. For example, they enjoy making towers out of stacking cups. Children learn about staying safe. For example, they understand to walk in twos with an adult when accessing the large outdoor garden.

### Outcomes for children are good

All children make good progress from their starting points. They are self-motivated in their play and are keen to join in with planned activities. Children show that they are good communicators. They share their ideas and thoughts with other children and adults. For example, they recreate a pizza shop and use the telephone to make an order. They confidently express the different toppings they would like. Children enjoy learning songs and rhymes. Children develop a good range of skills that prepare them well for their future learning, including going to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY421698                                                                          |
| <b>Local authority</b>             | Blackburn with Darwen                                                             |
| <b>Inspection number</b>           | 10070041                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 0 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 16                                                                                |
| <b>Date of previous inspection</b> | 5 May 2015                                                                        |

The childminder registered in 2011 and lives in the Darwen area of Blackburn. She operates all year round from 6.30am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 3. The childminder works with one assistant.

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