

Childminder report

Inspection date	3 June 2019
Previous inspection date	16 October 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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 creates a warm and welcoming environment where children flourish. Children enjoy highly positive relationships with the friendly and attentive childminder and demonstrate they feel happy and content in her care. The childminder promotes children's physical and emotional well-being very well.
- Effective systems are in place to review the progress children make over time. The childminder tracks how children are progressing towards the early learning goals and identifies any areas where they may require additional support.
- Children's behaviour is exemplary. The childminder demonstrates high expectations and takes great care to help children understand how to play cooperatively, manage their feelings and fairly share the resources. The childminder's calm and patient approach helps children to feel listened to and creates a relaxed and harmonious atmosphere.
- Partnerships with parents are effective. There is a good two-way flow of communication which means children's needs are well known and met. Parents are complimentary about the childminder and the care she provides, commenting on the good communication and the progress their children have made.
- The childminder does not use children's assessment information as effectively as she could, to help her identify a range of highly challenging targets to support children to make the best possible progress.
- Although the childminder's skills and knowledge are strong, she does not engage in ongoing and targeted professional development opportunities to drive the quality of her teaching and practice to the very highest levels.

What the setting needs to do to improve further

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

- make the best possible use of children's assessment information to help set highly challenging targets, across all areas of learning, to raise achievement to the highest level
- strengthen and reinforce current good knowledge and skills, and focus more precisely on developing a targeted programme of professional development to drive the quality of teaching even further.

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 the suitability of household members.

Inspector

Katie Sparrow

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a firm knowledge and understanding of how to identify and report any safeguarding concerns. She undertakes training on a wide range of safeguarding areas, further supporting her in her role. Risk assessments are carried out effectively, which helps to minimise risks within the home and on trips out. The childminder shows a strong commitment to improving the quality of her provision. She evaluates the effectiveness of all aspects of her practice, in order to identify ways she can improve. For example, following reflecting on her partnership with parents, the childminder introduced further ways for parents to contribute to initial assessments of their children's learning.

Quality of teaching, learning and assessment is good

There is strong emphasis on children leading their own play. The childminder skilfully steers children's learning in different directions, supporting and challenging them well. For example, children choose to play with the doctor's kit. The childminder asks if the children have been to the doctors, which prompts children to share their experiences and leads to discussions about how doctors help us and why we might need medicine. The childminder's well-posed questions greatly encourage children's thinking and communication skills and promote their confidence to contribute to discussions. The learning environment is very well planned and offers children a wide range of opportunities across all areas of learning.

Personal development, behaviour and welfare are good

The childminder supports children's good health very well. Hygiene routines are well embedded and understood by the children. For example, children know to wash their hands before lunch and say, 'We have washed our hands, they are all nice and clean'. Children are active and enjoy daily opportunities to play outside, further promoting their physical health and well-being. Children have excellent opportunities to learn about the world around them through their everyday play. They dress up in traditional Chinese dresses and enjoy listening to stories about Chinese New Year. Children have good opportunities to practise self-care skills, greatly promoting their developing independence.

Outcomes for children are good

All children make good progress and are well prepared for school. They show sustained levels of interest during their play and activities. For example, younger children persist with puzzles, using excellent mathematical skills to fit each piece into the matching space. Children recognise the letters of their name and begin to understand the sounds they represent, in good support of their literacy skills. Children make marks for purpose, enjoying the newly enhanced mark-making opportunities in the garden. Children are eager to participate and this positive attitude creates a secure foundation for future learning.

Setting details

Unique reference number	EY422479
Local authority	Lancashire
Inspection number	10064178
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 October 2015

The childminder registered in 2011 and lives in Leyland, Lancashire. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

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