

Childminder Report

Inspection date

27 June 2016

Previous inspection date

27 August 2014

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

- Children have many good opportunities to develop their speech and language, as well as extending their vocabulary through a variety of activities. They show a keen interest in imaginative play.
- Children are well prepared emotionally and equipped with self-help skills to ease their move on to nursery and school.
- Children are active and independent learners. They confidently help themselves to a broad range of toys from low-level storage units. They concentrate well, show interest in their play and make good progress.
- The children relate well, showing respect for each other and the childminder. They have a developing awareness of fairness as they share toys and work together when tidying them away.

It is not yet outstanding because:

- Opportunities for parents to provide information about what their children know and can do at home, as well as contributing to ongoing assessment are only recently established.
- The views of some parents and children are less well reflected in evaluations of the service.
- The childminder's skills in observation and assessment, although good, are still being refined. She does not always identify where she can take children's learning forward immediately or plan for it at a later time.

What the setting needs to do to improve further

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

- provide parents with further opportunities to support and share information about their child's learning at home and to contribute to the ongoing assessment of their child's progress
- evaluate practice even more effectively and engage children and parents in the process
- improve awareness of when children's learning can be extended immediately or at a later time that helps them make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector talked with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at a range of documentation, including policies, evidence of the suitability of household members, observation and assessment documentation and the safeguarding procedures.
- The inspector talked to the childminder about her self-evaluation.

Inspector

Lynne Naylor

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Since the last inspection, the childminder has attended a number of training events to refresh and improve her knowledge and skills. She now meets the requirement to hold a valid paediatric first-aid qualification. She has a clearer understanding of statutory and government requirements, increasing her ability to safeguard children. She has a refreshed knowledge of the indicators of abuse and how to work with other agencies to protect children. The childminder checks her home and minimises hazards before children arrive. She regularly updates her policies to reflect changes and shares these with parents to keep them informed. Overall, the childminder provides good care and education. She takes on board new ideas from other childminders and the internet to improve her practice. For instance, she makes photograph collages as a way of sharing more information with parents about daily activities.

Quality of teaching, learning and assessment is good

The childminder allows children time to investigate on their own but knows when to offer help and guidance. She offers some challenges and motivates children to learn, helping them to make good progress. The childminder purposefully plans games and makes suitable resources available to help children take the next steps in their learning. For example, children count blocks and match them to dots on special homemade cards. The childminder actively and routinely assesses children's abilities. She uses new tracker books to help monitor children's progress from their starting points. The childminder talks to parents and sends photographs and messages by phone. Generally, she exchanges some useful information to support children's learning and development.

Personal development, behaviour and welfare are good

Children form close relationships with the childminder and she carefully meets their welfare and care needs. Children learn about different cultures and the world through experiences linked to topical events, such as the football championship of Europe. They sample speciality foods from the different competing countries, including French garlic bread, German sausages and Spanish paella. Children behave very well and their personal, social and emotional skills develop steadily through the relationships they make with each other. The childminder supports children's awareness of how to maintain a healthy lifestyle. Children practise climbing on equipment at the local park and soft play centre which helps to develop their good coordination and physical skills.

Outcomes for children are good

Children, including those in receipt of funding, make good progress and are prepared well for starting school. The childminder effectively fosters children's speaking and listening skills and encourages them to talk to each other. Children communicate confidently and happily engage in conversations with visitors. They listen to stories read by the childminder and write and draw pictures using freely available pens and crayons on a flipchart easel. These, and other activities, help support children to develop good literacy skills.

Setting details

Unique reference number	EY433342
Local authority	Lancashire
Inspection number	1044084
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	27 August 2014
Telephone number	

The childminder was registered in 2011 and lives in Ashton, Preston. She operates all year round from 8am to 6pm, Monday to Friday except bank holidays and family holidays. The childminder provides funded early education for two-year-old children.

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