

Childminder Report

Inspection date

18 February 2015

Previous inspection date

13 June 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The quality of teaching is good. The childminder provides a broad range of interesting and challenging activities for children, which supports them to make good progress in their learning.
- The childminder has developed strong bonds and attachments with the children. Consequently, their emotional well-being is supported and the children are developing their independence well.
- Children have good opportunities to make safe and independent choices. Through daily routines and activities, they learn to keep themselves and others safe.
- The childminder demonstrates a strong commitment to promoting high-quality provision. She accesses regular training, which has a positive impact on the learning experiences she offers children.
- Rigorous safeguarding procedures are effective. This ensures children's welfare is protected and children are kept safe from harm.
- Partnerships with parents and other professionals are successful and ensure children get the support they need. The childminder encourages parents to be involved in all aspects of their child's development and to continue learning at home.

It is not yet outstanding because:

- Sometimes, the childminder does not effectively encourage children to use their critical thinking skills during child-led play.
- On occasion, children's behaviour is less well managed because the childminder does not always effectively utilise the skills of others to support her to help children develop a better understanding of agreed boundaries.

What the setting needs to do to improve further

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

- enhance children's ability to think critically by encouraging them to share their ideas more fully, for example through the use of questions that encourage them to think
- increase opportunities for children to manage their behaviour, for example, by working in partnership with others to ensure that consistent behaviour management strategies are implemented during daily routines and activities.

Inspection activities

- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector spoke with the childminder, her assistant and children throughout the inspection when appropriate.
- The inspector took account of the views of parents and carers from information included in the childminder's own survey.
- The inspector checked evidence of the suitability and the qualifications of the childminder, assistant and other adults in the household.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including the childminder's self-evaluation form, policies and procedures.

Inspector

Emma McKeown

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children are happy and enthusiastic learners. They are eager to be involved in activities and explore their environment. They benefit from positive interactions with the childminder, who accurately identifies children's skills and plans for the next steps in their learning and development effectively. As a result, children make good progress given their starting points. Children are motivated to learn as they freely help themselves to resources available to them. For example, young children are fascinated as they discover how to create sounds as they play with a range of interactive toys. Children are making good progress in their communication and language skills. This is because the childminder consistently speaks clearly and engages children positively in conversations. However, on occasions, the childminder and her assistant miss opportunities to use various questioning techniques to encourage children to extend their thinking. The childminder recognises the importance of working in partnership and keeps parents well informed about their child's learning. Guidance from professionals involved with children who have special educational needs and/or disabilities is used to inform their individual planning. This helps to ensure that all children make good progress given their starting points.

The contribution of the early years provision to the well-being of children is good

The childminder's home is safe and welcoming. Flexible settling-in arrangements help children to form secure attachments with the childminder. This supports children's well-being and has a positive impact on their learning. The childminder is fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. Children learn to develop an awareness of health and safety through the daily routines, discussions and activities. For example, children know they must wash their hands before eating. Children benefit from regular trips to toddler groups to develop their social skills and confidence. Children's behaviour is generally good. However, on occasion, more boisterous behaviour is less well managed. This is because the childminder does not always work in partnership with others effectively. As a result, children do not always receive support to develop skills to manage their own behaviour and gain a better understanding of agreed boundaries.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. The childminder uses her assessment and planning processes, together with comments from parents, to evaluate her provision effectively. The systems for assessing children's learning effectively identify future learning needs. The childminder is committed to improving outcomes for children. She holds appropriate childcare qualifications and accesses training to enhance her good practice further. She fully understands her responsibilities for further monitoring when she works with her assistant, to ensure the assistant is familiar with the required policies and procedures.

Setting details

Unique reference number	EY434427
Local authority	Lancashire
Inspection number	853534
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	13
Name of provider	
Date of previous inspection	13 June 2012
Telephone number	

The childminder was registered in 2011 and lives in Heysham, Lancashire. She sometimes works with an assistant. She operates all year round from 8am to 6pm, Monday, Wednesday, Thursday and Friday, except bank holidays and family holidays. The childminder receives funding for two-, three- and four- year-olds.

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