

# Childminder Report

**Inspection date**

2 May 2018

Previous inspection date

22 June 2017

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---------------------------------------------------------------|-------------------------|----------------------|----------|
|                                                               | 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 provides a welcoming and stimulating learning environment that contributes towards meeting children's individual needs. The quality of her teaching is good and she effectively supports children to make good progress in their learning.
- The childminder has good systems in place to track children's development. She plans specific activities throughout the day and any gaps in children's learning are identified and addressed quickly. This supports children in making good progress and particularly supports those children who have special educational needs and/or disabilities.
- Children form strong attachments with the childminder and demonstrate that they feel safe and emotionally secure. The childminder's home is well organised, which in turn supports children's independence and all-round development as they freely select resources to play with.
- Parents are very complimentary about the service the childminder provides. They comment that their children are happy and enjoy the time they spend with the childminder.

### It is not yet outstanding because:

- The childminder has not fully introduced a targeted programme of professional development to contribute towards raising the quality of her teaching and the provision to the highest standard.
- The childminder does not gather detailed information from parents about children's existing skills and abilities or their continued learning at home.

## What the setting needs to do to improve further

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

- make the most of professional development opportunities to help to raise the quality of teaching further and ensure that the provision continually improves
- gather more detailed information about children's existing skills and abilities and continue to encourage parents to contribute what children are learning at home.

### 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 an observation 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 took account of the written views of parents.

### Inspector

Karen Cox

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has worked hard since her last inspection to bring about positive changes to the provision she provides. For example, she has revised her assessments and planning practice and strives to further improve her knowledge and understanding. Safeguarding is effective. The childminder has attended training and has a sound knowledge of the signs and symptoms regarding child protection. She has a clear understanding of who to report to if she has any concerns about children's welfare. Furthermore, stringent risk assessments are completed to ensure that children play in a safe and secure environment. The childminder evaluates her provision well. For example, she has identified how she wishes to develop the outdoor learning environment in order to improve children's learning experiences further.

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

The childminder uses her good knowledge and experience to differentiate activities to meet all children's individual needs as they play alongside one another. For example, children enjoy exploring play dough. Younger children experience the texture as they squeeze and roll the dough. Older children use tools with increasing confidence and talk about colours and shapes. This helps to promote children's learning at all times. The childminder skilfully supports children's emerging mathematical understanding. She encourages children to count as they thread cereal shapes onto spaghetti. Children engage well in the activities offered and demonstrate a positive attitude towards learning and trying new things.

### Personal development, behaviour and welfare are good

Children's behaviour is good. This is because the childminder offers clear and consistent reminders and has high expectations of them. Good health and hygiene procedures are in place. For example, the childminder encourages children to wash their hands before preparing or eating meals. She reminds children to wipe their nose and gives them explanations of the importance of washing away germs. Children are active and have daily opportunities to play outside in the fresh air to develop their physical skills. Additionally, they enjoy a variety of daily outings, such as the zoo, farms, the local library and playgroups. This helps children to have a good understanding of the local places of interest and the community in which they live in.

### Outcomes for children are good

Children make good progress and are developing the skills they need in readiness for school. They are happy and well cared for and demonstrate contentment and increasing levels of confidence. Their early literacy skills are promoted well as they enjoy looking and familiarising themselves with storybooks. They are becoming skilful communicators who are able to express their ideas and needs. They develop good social skills as they are encouraged to share, take turns and listen to others.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY449020                                                                          |
| <b>Local authority</b>             | Lancashire                                                                        |
| <b>Inspection number</b>           | 1110384                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 1                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 2                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 22 June 2017                                                                      |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2012. She operates from 7.30am until 5.30pm, all year round, apart from bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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