

Childminder report

Inspection date	19 September 2018
Previous inspection date	30 July 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

The provision is good

- The childminder effectively assesses and monitors the progression of children's development and acts quickly to narrow any gaps in learning. She utilises children's interests to plan spontaneously while always considering their needs. The childminder involves parents, professionals and other children when supporting them to learn new skills.
- The childminder provides varied opportunities for children to learn outdoors, for example, at local zoos or playing in her large garden. She uses these environments to help children gain understanding of the world. Young children enjoy watching windmills spin quickly in the wind and birds feeding at the birdfeeder in the garden.
- Parents report that the childminder shared information daily about their children's welfare and development and they express how well she supports their families. Interactions between the childminder and parents are professional and caring, with children at the heart of their discussions.
- Children make good progress from their starting points. They develop comfortably within the typical range for their age, with some children demonstrating development of children slightly older.

It is not yet outstanding because:

- The childminder has not fully embedded systems for collecting development information from parents when children start attending, therefore initial assessments do not include parent contributions.
- The childminder's does not focus her professional development sharply enough to ensure she can progress and improve her practice to the highest standards.

What the setting needs to do to improve further

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

- embed further the systems for collecting development information from parents to improve the initial assessments when children start at the setting
- build on professional development opportunities to help the childminder to reflect on and enhance her practice to progress to the highest standards.

Inspection activities

- The inspector had a tour of the premises inside and outside.
- The inspector observed a planned activity and discussed the learning outcomes achieved.
- The inspector observed interactions between the childminder and children in her care and assessed the quality of teaching.
- The inspector spoke with the parents and viewed written testimonials.
- The inspector viewed policies and procedures and documentation relating to the assessment of children's development.

Inspector

Karen Bingham

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows how to identify signs of abuse and how to report concerns. She considers risks in and out of the home and has procedures to keep children secure. The childminder teaches children how to keep themselves safe and explains rules and boundaries to them. She provides an inclusive environment that embraces differences and treats each child as an individual. For example, she helps children who speak English as an additional language to learn English ready for their transition to school. The childminder assesses her practice accurately and clearly understands her strengths and the areas that she would like to develop. She is keen to further her knowledge with extra qualifications.

Quality of teaching, learning and assessment is good

The childminder teaches well. She asks questions that encourages children to think for themselves and uses their interests and learning styles to help them to progress. For example, when young children show an interest in fitting things together she provides a variety of resources, which allow them to develop this skill further. Consequently, children become engrossed in their learning. The childminder demonstrates particularly good communication skills, which allow the children to develop speech, understand language and learn new vocabulary. For example, while children complete jigsaw puzzles, the childminder uses the opportunity to make the noises of the animals and trains they can see. She talks to children about their experiences on a train and how the wheels go around. The childminder consistently encourages children with praise.

Personal development, behaviour and welfare are good

The calm, nurturing professional childminder helps nervous children settle quickly in her care. She also helps parents to manage challenging behaviour. The childminder encourages children to learn to do things for themselves and take measured risks. For instance, while young children climb onto a chair she stands behind for safety but allows them to do it by themselves. This supports children to develop their physical and independence skills. The childminder helps children to become ready for school. She assigns children small tasks such as setting the table, encourages them to mix socially with other children and ensures they are familiar with the local schools. Children have their own progress chart on school-readiness and are involved in assessing their achievements.

Outcomes for children are good

Happy and content children thrive with the support of the childminder. They demonstrate inquisitiveness and an eagerness to explore. Children who are learning to walk use walkers, furniture and the childminder's hands to get wherever they want to go. They concentrate and have good motivation to complete the task in hand. For example, children become absorbed in stacking pots in the correct order. Children behave beautifully and have a clear understanding of the routines of the day.

Setting details

Unique reference number	EY471729
Local authority	Lancashire
Inspection number	10060170
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	30 July 2014

The childminder registered in 2014 and lives in Lytham St. Anne's, Lancashire. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder receives funding to provide free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

