

# Childminder Report

## Inspection date

14 July 2017

Previous inspection date

4 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 is a reflective practitioner. She strives to be outstanding and consistently evaluates her practice and provision. This has a positive impact on outcomes for children.
- The childminder demonstrates effective teaching skills. She observes children carefully and assesses their ongoing progress well. She plans suitable activities and experiences for children that meet their needs and interests. Children make good progress in their learning and development.
- The childminder is very sensitive to children's needs. She responds immediately when children show they are hungry or tired. Children show a strong attachment to her. They soon settle in her care and are eager to explore and play.
- The childminder sets clear boundaries and promotes positive behaviour. She teaches children to share, take turns and have respect for one another. All children learn the difference between right and wrong.
- The childminder teaches children about people in different communities and throughout the world. She records children's responses to questions and comments and uses these to reflect on her teaching.

### It is not yet outstanding because:

- The childminder has established good relationships with parents. However, there is scope to improve on communication and gather more detailed information regarding children's development on entry to the setting.

## What the setting needs to do to improve further

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

- improve communication further and gather more detailed information on children's development on entry to the setting, to strengthen the already good relationships established with parents and enhance initial assessments for children.

### Inspection activities

- The inspector had a tour of the premises and discussed aspects of policy and practice with the childminder.
- The inspector spoke with children and observed the quality of teaching during activities inside and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, evidence of the childminder's training and the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Janice Caryl

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder implements a range of policies and procedures that contributes to the safe and efficient management of her setting. She has a good understanding of what to do if she has concern about the welfare of a child. The childminder completes thorough risk assessments on all areas where children play, helping to minimise hazards. She remains constantly vigilant as she teaches children how to manage risk safely, such as when climbing and negotiating steps. The childminder uses her recent training to significantly enhance her practice and skills. She monitors children's progress effectively and any gaps in children's learning and development are identified early.

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

The childminder demonstrates good teaching skills. She watches and listens to children prudently and intervenes appropriately to challenge and enhance their learning. Young children learn to play together, taking turns to insert balls into a toy and watch them spiral down. The childminder introduces different objects, such as cars, supporting children to develop an understanding of shape, size and movement. Children show their inquisitiveness, for instance by peering through the shape holes, fascinated with where the objects have gone. The childminder promotes good communication and language skills and ignites their curiosity further, asking questions such as, 'What can you see?' and, 'Where do you think it has gone?'

### Personal development, behaviour and welfare are good

Children are very happy and confident in the childminder's care. She fosters children's emotional well-being successfully. The childminder promotes independence effectively. For example, she encourages younger children to feed themselves at lunchtime. The childminder teaches children to adopt healthy lifestyles. Babies and young children learn to wash their hands before eating. She is a good role model. For example, she sits with children at mealtimes, helping them to develop good social skills. The childminder provides a wide range of wholesome and nutritious snack options, promoting healthy eating. All children have opportunities to benefit from regular fresh air and exercise. They enthusiastically explore the garden, practising their walking, running and climbing skills.

### Outcomes for children are good

Children make good progress in their learning and development. They are acquiring the skills needed for their next stage of learning and ultimately, school. Children enjoy singing and joining in with counting games, developing early mathematical skills. Children are self-motivated and eager to learn. They show an interest in books and magazines, seeking out opportunities for stories to be read to them. They develop their physical skills such as when digging in sand and searching for stones. Children enjoy making marks on a variety of surfaces and using different tools. For example, they use water and brushes to make marks outside and use writing tools on paper and whiteboards.

## Setting details

<b>Unique reference number</b>	EY461845
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1087464
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 February 2014
<b>Telephone number</b>	

The childminder registered in 2013. She operates all year round from 8am to 6pm, Monday, Tuesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds early years teacher status. She provides funded early education for two-, three- and four-year-old children.

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