

# Childminder report

<b>Inspection date</b>	13 December 2018
Previous inspection date	30 April 2015

<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 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 kind and caring. She provides a warm, nurturing 'home-from-home' environment for children. Children form strong bonds with the childminder. They are happy and settled in her care.
- The childminder has created good partnerships with parents. Parents comment on how much they value and appreciate the good care, support and creative learning experiences the childminder provides for their children.
- The childminder is a positive role model who shares her clear expectations for good behaviour. She speaks calmly and kindly to children and helps them to learn about good manners, sharing and taking turns. This supports children's emotional well-being.
- The childminder teaches children Spanish. Children demonstrate high levels of interest, confidence and success in speaking key words and phrases.
- The childminder provides children with regular opportunities to mix with other groups of children at local playgroups where they learn to gain confidence and develop good social skills. This helps extend their knowledge and understanding of the diverse lives, cultures and backgrounds of people in the wider world.
- The childminder does not consistently share assessments of children's learning with parents to secure continuity of learning at the highest level.
- At times, the childminder does not encourage children's growing vocabulary by repeating words and phrases.

## What the setting needs to do to improve further

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

- share assessments of children's learning with parents to secure continuity of learning at the highest level
- help develop younger children's growing vocabulary.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- 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 evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

### Inspector

Lisa Howard

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of safeguarding and welfare concerns. She has a clear understanding of how to assess and minimise potential hazards both at home and during outings. All required documentation, including policies and procedures, and written permission from parents are in place. The childminder seeks feedback from parents to help her identify further ways of improving her practice. She shares planning regularly with parents, keeping them well-informed of their child's emerging interests and the activities on offer. The childminder monitors and tracks children's development and learning well. Assessment is accurate. She accurately identifies when children are not progressing as well in some areas as others. She then plans effectively to help children catch up. For example, she gradually introduces paint, dough and messy play to children who are less keen to explore different textures.

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

The childminder provides a wealth of activities and resources to engage children in learning. Activities planned promote creativity and exploration. For example, children paint on clear plastic canvases where they delight in exploring colour changes as they mix colours together. Children enjoy playing 'foot-steps yoga'. They balance carefully to match their feet to each coloured footprint as they move along the footprint trail. The childminder skilfully supports them to complete each task given along the trail. For example, children listen carefully to each simple instruction and they are excited to say colour names in both English and Spanish in response to questions. Children show high levels of concentration, attention and perseverance.

### Personal development, behaviour and welfare are good

The childminder meets children's emotional needs well. She invites children and their parents to spend time in her home before children are left in her care. Children become comfortable in her company and manage the change to their routine with confidence. She teaches children to be independent and to manage age-appropriate tasks for themselves. For example, children learn to wash their hands before meals and happily prepare the table for lunch. They show pride in their achievements as they carefully fold paper serviettes. The childminder provides healthy food, and she talks to the children about the benefits of healthy eating. Children show high levels of enjoyment as they heartily eat home-made fish pie with broccoli and peas. They show confidence and developing physical skills as they cut up fruit with plastic knives.

### Outcomes for children are good

Children make good progress from their starting points and are working within the typical range of development for their age. Children learn to share, to manage their emotions and to consider the needs of each other. They are motivated and keen learners. Children's physical skills develop well, for example, as they develop their balance and coordination through yoga. They take pleasure and feel a sense of achievement as they recreate yoga positions from a children's book of yoga. Children are acquiring the skills they need for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY380888
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070895
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	30 April 2015

The childminder registered in 2008 and lives in Chorley. She operates all year round from 8am to 5.30pm, Monday to Thursday, except bank holidays and family holidays. She holds an appropriate qualification at level 3.

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