

Inspection date	10 February 2015
Previous inspection date	13 May 2009

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 childminder has a secure understanding of the requirements of the Early Years Foundation Stage and therefore, provides good quality care and learning for children.
- Children make good progress in readiness for their next steps in learning, including attending full-time school.
- The childminder and her assistant provide a stimulating learning environment both indoors and outside, along with a balance of activities, which are both initiated by children or planned by adults.
- The childminder has a comprehensive knowledge and understanding of how to identify and manage any safeguarding concerns she may have about children.
- The childminder makes highly effective use of partnerships with parents to help them support their children's progress, including by providing educational activities that children can enjoy at home.
- Children are learning how to maintain good personal hygiene, as well as the importance of healthy eating and taking regular exercise.

It is not yet outstanding because:

- The activities provided for children to make marks are not always best matched to the learning needs of children under three-years-old in order to optimise their progress.
- The childminder has not extended the use of her well-established systems for rewarding progress to enhance the support and encouragement for children who are less confident in their speaking skills.

What the setting needs to do to improve further

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

- refine the planning for activities for making marks so that they are consistently well-matched to the learning needs of children under three years old in order to optimise their progress
- enhance the ways to support children who are less confident to speak to join in using the already established systems for rewarding and celebrating progress.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector checked the qualifications of the childminder and her assistant, along with evidence of the suitability of adults living or working on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector examined samples of documentation related to children's welfare and learning, used by the childminder when caring for children.
- The inspector discussed the childminder's and her assistant's knowledge of areas, such as safeguarding and supporting individual children's learning.
- The inspector and the childminder discussed the ways in which the childminder evaluates her provision and seeks the views of others to inform this.

Inspector

Jennifer Kennaugh

Inspection findings

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

The childminder provides a comprehensive range of activities and resources, in order to promote individual children's progress across all areas of learning. She monitors children's progress in detail and uses her assessments effectively in order to plan for each child's next steps in learning. The childminder demonstrates good teaching skills for all ages of children. She asks questions of pre-school age children, which support their thinking and speaking skills very well. For example, she asks children about their families, which is a familiar topic that enables them to sustain their talk. The childminder makes very good use of everyday actions to support children's counting. For example, she encourages children to identify the numbers shown on the time display on the microwave. The vast majority of activities are very well-matched to children's individual needs, although some for making marks are not always the best fit for the needs of children under three-years-old. This is because they do not always fulfil these children's needs to explore rather than work toward a specific outcome. For example, they are offered the same activity as the pre-school children for making marks. This helps them to practise the skills needed before learning to write by holding a large pen. However, the activity does not fully meet their needs as they do not have a wider range of resources to explore for making marks.

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

The childminder and her assistant encourage children to show respect for others so that children learn tolerance and a positive attitude to other's needs. They model good manners and children copy these, enhancing their development of social skills. Children enhance their self-help skills in readiness for school as the childminder and assistant emphasise the importance of children learning to fasten their coats and shoes themselves. Children are taught how to stay safe, including learning about road safety. Children are rapidly acquiring the confidence needed to succeed in future learning and some of their successes are celebrated through simple motivators like certificates. Although, this is not yet extended to enhance the support for children who join in conversation less readily, in order to encourage their speaking skills.

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

All documents and records are meticulously kept to support the safe and effective running of the setting. The childminder manages her assistant's training and performance effectively. For example, she gives her assistant frequent feedback during the day to help tailor her practice to meet the needs of the children. Both the assistant and the childminder have qualifications in paediatric first-aid in order to deal correctly with any minor injuries children may incur. The childminder implements thorough risk assessments and reviews these regularly to ensure they remain effective in minimising risk to children. Self-evaluation is highly effective in enabling the childminder to undertake training, which enhances the care and learning for children. The childminder frequently seeks the views of parents and children in order to support her drive for continuous improvement.

Setting details

Unique reference number	EY101683
Local authority	Rochdale
Inspection number	869595
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	13 May 2009
Telephone number	

The childminder registered in 2002. She lives in the Middleton area of Rochdale, Greater Manchester. The childminding setting operates, from 7.30am to 5.30pm, all year round apart from family holidays and bank holidays. The childminder is qualified to level 3 in childcare. She works with an assistant who is unqualified.

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