

<b>Inspection date</b>	23 March 2015
Previous inspection date	5 February 2009

<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
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder uses observation and assessment to effectively identify individual children's levels of achievement. She has a good understanding of how to support and plan for children's next steps in learning and development. This helps children to make good progress all round.
- The childminder has a good understanding of the safeguarding and welfare requirements. She is confident of the procedures to follow in the event of any concerns about children in her care. She risk assesses all areas of her home to ensure children's safety is maintained.
- The childminder has developed a very good working relationship with parents and other settings children attend. This ensures children settle well and information about their progress and care is shared.
- The quality of teaching is good. The childminder knows the children in her care very well. She understands how to successfully promote their development through positive meaningful interactions. Children's communication and language skills are particularly well supported.
- Children are happy and demonstrate a good sense of emotional well-being because strong relationships are formed with the childminder. She provides a warm and caring environment, which effectively promotes their well-being.
- Children learn a range of essential independence skills for future learning. This means they are well prepared for their move on to pre-school and school.

### It is not yet outstanding because:

- The childminder does not always ensure that information and communication technology resources and programmable toys are freely available for children.

## What the setting needs to do to improve further

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

- enhance opportunities for children to freely explore and use a wider variety of technological resources and equipment, to further enhance their understanding of how and why things work.

### Inspection activities

- The inspector completed a joint observation with the childminder.
- The inspector toured the areas of the home used for childminding, including the lounge, dining room, kitchen, downstairs toilet and rear garden.
- The inspector looked at a range of documentation, including evidence of the childminder's qualifications, Disclosure and Barring Service checks for the family and a selection of policies and procedures, including safeguarding and children's learning records.
- The inspector observed children playing in the home and outside, with a good range of easily accessible resources.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector read and took account of written comments from parents and other professionals.

### Inspector

Jane O'Callaghan

## Inspection findings

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

The childminder is actively involved in children's play and uses good teaching methods. This ensures that children develop good skills in preparation for their next stage in learning, including school. The childminder spends lots of time talking and listening to children as they play with a very good selection of toys. For example, the children and childminder sit on the floor and hunt in the tray for the hidden eggs. As they find the eggs, the childminder encourages them to open them and they tell her what animal is inside. She challenges children well, asking them the sound of the letter that the animal's name begins with. They are very keen to tell her and recognise the letters confidently. This promotes children's early recognition of letters and their sounds. Children have good opportunities to use tools in a variety of activities. For example, they confidently use the spoons and scoop the sand into the plastic cones, therefore developing their physical skills. The children offer the visitor an ice cream, telling them it is a chocolate one. This develops their imagination well. The childminder does not provide many resources to promote information and communication technology. As a result, opportunities for children to explore and understand about why and how things happen and work are not fully maximised. Parents are given very good opportunities to contribute to their children's learning records, to enhance children's progress at home.

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

Children quickly develop strong attachments to the childminder. She devotes her full attention to their care and emotional well-being. Children learn about the importance of hygiene during everyday care practices. Healthy lifestyles are very well promoted as children have regular fresh air and eat nutritious snacks and meals. Children begin to learn how to keep themselves safe. For example, fire drills are practised regularly and children are encouraged to tidy the toys away, so they do not trip over them. The childminder is very nurturing towards children. She uses good strategies to soothe them if they are feeling tired or in need of comforting. The childminder encourages children to learn about appropriate behaviour by encouraging them to share and be kind.

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

The childminder uses a range of methods to evaluate her practice effectively. This enables her to continuously improve the service she provides. The childminder uses the information gathered from training and research to improve her practice. For example, she has recently completed a level 2 course in safeguarding. This demonstrates her commitment to providing good quality and a safe provision for all children. The childminder effectively monitors the delivery of educational programmes through good tracking and assessment systems. This ensures that children learn and develop very well across all of the areas of learning.

## Setting details

<b>Unique reference number</b>	503825
<b>Local authority</b>	Oldham
<b>Inspection number</b>	869213
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 February 2009
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Oldham, Lancashire. She operates all year round, from 7am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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Piccadilly Gate  
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