

<b>Inspection date</b>	30 March 2015
Previous inspection date	13 August 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		Outstanding	1
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

- Children make good progress in their learning and development. The childminder identifies their skills through observations and assessments and plans activities to develop their learning further.
- The childminder is an excellent role model. She promotes positive behaviour and values, such as sharing and turn taking. Children receive lots of praise and encouragement which develops their self-esteem and confidence extremely well.
- Children develop excellent social skills through attending local toddler groups. This prepares them well for being part of a larger group of children, in readiness for school.
- The childminder has a good understanding of safeguarding procedures and how to protect children from harm. She attends safeguarding training and receives online updates from the Local Safeguarding Children's Board, to underpin and update her knowledge.
- Partnerships with parents are strong; they express their confidence in the childminder's dedication to her role. Parents are well informed, through daily diaries and regular updates about their children's progress.
- The childminder uses training that she has attended, to effectively promote children's learning and development. For example, her knowledge from Every Child a Talker, is used to support children in making good progress in their communication and language skills.

### It is not yet outstanding because:

- Books available for the children to self-select do not include factual books; to further extend their good understanding of the world.
- The childminder does not take full account of the views of parents and children, to identify areas to improve in her provision.

## What the setting needs to do to improve further

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

- review the good selection of books available to the children each day, to include non-fiction, for example, books about insects, to further support children's development in understanding the world
- enhance the system for evaluating practice further, for example, by regularly seeking the views of parents and children, to help identify areas for future improvement and enhancement.

### Inspection activities

- The inspector observed activities and care routines in the childminder's kitchen, lounge and garden.
- The inspector conducted a joint observation with the childminder and discussed the learning benefits of an activity to the children.
- The inspector spoke with the childminder and children, at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of the childminder, and discussed her self-evaluation form and improvement plans.
- The inspector took account of the views of parents and carers, from written references provided to the childminder.

### Inspector

Sharon Lea

## 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 good variety of activities, to support children's progress across the seven areas of learning. She ensures that resources meet the individual needs of all ages of children in her care. For example, babies enjoy sensory board books, which are easy for them to grasp. Older children choose their favourite stories from a wide selection. However, factual books that further support their developing understanding of the world, are not always available. Children delight in activities, such as 'what's in the bag?' They select an object from the bag which signifies a specific song. Children of all ages join in, singing and doing the actions. Children remain interested in this for some time, because the activity is fun and the childminder is enthusiastic. As a result, children develop important skills in concentration and turn taking, in readiness for their move to school.

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

The childminder has excellent procedures in place, to gradually settle children into her home. This extends to recording each settling-in visit, to help effectively monitor their emotional well-being. Parents are fully involved in sharing their child's developmental skills and home routine. This enables the childminder to support each child's unique care and learning needs, from the outset of the care arrangements. Consequently, excellent relationships develop between the childminder and children. As a result, children are extremely happy and confident in her care. Children learn about road safety during outings. This helps them to learn about how to keep themselves safe, which they then share with parents on family outings. Children enjoy lots of opportunities to develop their physical skills, indoors and outdoors. They dance, move in time to music and follow instructions to bend and stretch. When they become tired and thirsty, the childminder promotes their understanding of the effect of exercise upon their bodies. The childminder provides healthy snacks and home-cooked meals, supporting children's health and well-being excellently.

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

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She ensures that her home and garden are safe and secure, and that any off-site visits are risk assessed. A range of policies and procedures are effectively implemented, to assure children's safety and well-being. The childminder evaluates her practices and identifies areas for further improvement. For example, she has recently made changes to how she shares information with parents about their child's progress. However, the childminder has yet to fully include the views of parents and children, so that the quality of the provision is evaluated even further. Positive relationships are developed between the childminder and other settings that children move on to, such as school. This helps to support continuity of care and learning for the children.

## Setting details

<b>Unique reference number</b>	311987
<b>Local authority</b>	Tameside
<b>Inspection number</b>	871920
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 August 2009
<b>Telephone number</b>	

The childminder was registered in 1989 and lives in the Dukinfield area of Stockport. She operates all year round, from 6.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

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