

<b>Inspection date</b>	1 April 2015
Previous inspection date	26 August 2011

<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 quality of teaching is good. The childminder uses precise observations and assessments to plan for children's next steps in learning, effectively. Consequently, all children make good progress towards the early learning goals.
- The childminder is very caring, sensitive and skilled in helping children to form secure emotional attachments. This nurtures their independence, confidence and overall well-being.
- Children are well behaved as they receive lots of positive praise and encouragement. Consistent boundaries are in place and the childminder gives age-appropriate explanations for acceptable behaviour.
- The childminder fully understands and effectively meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's safety is well supported as the childminder ensures they are effectively supervised and ratios are met. As a result, children are well protected and the needs of all children are met.
- The well-qualified childminder demonstrates a strong commitment to promoting a high-quality setting. She evaluates her practice, taking into account the views of parents and other professionals to identify areas for improvement.

### It is not yet outstanding because:

- The childminder does not always gather enough detailed information from parents about their children's development, on entry to the setting.
- There is capacity to strengthen partnership working with the school that the children attend, to share more in-depth information about children's learning and support continuity.

## What the setting needs to do to improve further

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

- collect more in-depth information from parents about children's existing skills in all areas of learning, on entry to the setting
- gather more in-depth information from the school that the children attend to promote continuity of care and complementary learning experiences for individual children.

## Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector spoke with children and the childminder at appropriate times throughout the inspection and discussed the learning that had taken place.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector discussed self-evaluation with the childminder.
- The inspector took into account the views of the parents spoken to on the day of inspection.

## Inspector

Lynn Byrne

## Inspection findings

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

The childminder has a good understanding of how to promote young children's learning and development. She uses this knowledge to provide a broad range of challenging activities that engage children's interests. For example, as children enjoy decorating Easter eggs, they explore the effects of oil paint in water. As a result, children are working comfortably within the typical range of development expected for their age. This ensures children have the key skills for their next stage in learning and school. When children start attending the childminder's setting, parents provide information about their child's interests and their likes and dislikes. However, this does not yet include parents' observations of their child's stage of learning and development, so that activities can be even more closely matched to children's needs from the very start. Daily discussions and individual diaries keep parents well informed of their children's progress. However, systems to share information with the school that the children attend are not fully established to ensure continuity in their learning.

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

Children are extremely happy, relaxed and have formed close attachments with the childminder. As a result, children are confident, secure and self-assured. The childminder is a good role model and has clear expectations of positive behaviour. For example, she reminds children to use good manners, supports the older children to establish their own rules and praises them for sharing. Children benefit from regular trips to toddler groups and play centres to develop their social skills and confidence. Children develop a good understanding of safety and how to manage risks as they play on large equipment and the childminder teaches them about road safety.

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

The childminder demonstrates a secure knowledge of the Early Years Foundation Stage requirements. Policies and procedures are robust and implemented well to ensure all children are safeguarded. The childminder is committed to improving outcomes for children and her provision. Since her last inspection, the childminder has attended a wide range of training and development courses to enhance and extend her good practice. The childminder carries out risk assessments of her practices, home and of activities outside the home. She positions herself to ensure children are always within sight and/or hearing at all times. As a result, the needs of all children are successfully met to ensure their safety. The childminder monitors the children's progress over time and quickly identifies and targets any gaps in learning. The childminder encourages parents to gain the help of appropriate professionals to ensure children receive the support they need. Feedback from parents is very positive. For example, they are very appreciative of the high quality of care and support that they and their children receive.

## Setting details

<b>Unique reference number</b>	EY421989
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1010032
<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>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26 August 2011
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Rochdale, Lancashire. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The setting provides funded early education for three- and four-year-old children.

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