

Childminder Report

Inspection date

6 May 2015

Previous inspection date

25 September 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 provides a wide range of challenging activities that capture children's interests and promote their natural desire to explore. As a result, children are motivated to learn and consistently make good progress in their learning and development.
- Children are happy, confident and develop close emotional attachments with the childminder. Consequently, they feel safe and secure in the welcoming and nurturing environment, where they have consistent boundaries and familiar routines.
- The arrangements for safeguarding children are well established, and detailed policies and procedures are consistently implemented to ensure their safety.
- The childminder demonstrates a strong commitment to promoting a good-quality provision. She has undertaken a broad range of practice-based training courses since her last inspection, which has had a good impact on the care and learning experiences she offers children.
- The childminder works effectively with parents to successfully support children who speak English as an additional language. She seeks and uses familiar words and phrases in children's home languages to display around her home, so that she can communicate with children as they play.

It is not yet outstanding because:

- Children are not always given enough thinking time to respond and communicate their thoughts, when they are asked questions by the childminder.
- The childminder provides few opportunities for children to learn to write for a purpose during activities, such as role play.

What the setting needs to do to improve further

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

- enhance the programme for communication and language development, for example, by giving children enough time to think, so that they can put their thoughts into words to extend their speaking skills further
- extend opportunities for children to learn to write for a purpose during their play, for example, by providing diaries, message pads and shopping lists in the home corner.

Inspection activities

- The inspector observed activities in the childminder's home and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the childminder supporting children's play and subsequently discussed with the childminder her evaluation of the quality of teaching and learning that took place.
- The inspector checked evidence of the suitability of adults living on the premises, and records of the childminder's training.
- The inspector looked at documentation, including a selection of policies and procedures, observation and planning documents, and children's learning records.
- The inspector took account of the views of parents from written statements obtained by the childminder.

Inspector

Julie S Kelly

Inspection findings

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

The childminder effectively uses the information she gathers from her accurate observations and assessments, to plan a wide range of fun and challenging experiences. Activities are shaped to meet children's individual learning needs and interests. Therefore, children gain the skills, abilities and attitudes they need in readiness for school. Young children develop good communication and language skills, because the childminder provides a running commentary to describe what children are doing. She skilfully extends their vocabulary by introducing new words and role modelling more complex sentences. However, on occasions, children's learning is interrupted and they are not always given enough time to think and respond to the questions that the childminder asks them. Children enjoy opportunities to make marks, both indoors and outdoors. However, they have few opportunities to learn to write for a purpose during their play activities. This is because the childminder does not provide an extensive range of purposeful experiences, such as making lists or notes, to enable them to do this and enhance their literacy skills.

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

The childminder has a very good knowledge and understanding of the care needs and routines of the children she cares for. As a result, they are well settled, happy and content in the childminder's home, and their physical and emotional well-being is well promoted. Children have daily opportunities to be physically active, often within the local community, such as walks in the nearby woods. They learn that exercise and the food they eat are important to their health. Children's behaviour is very good. They listen carefully to the childminder and this has a very good impact upon their learning and their understanding of safe ways to behave. Messages reinforced during daily routines, such as reminders about the pizza being hot, help consolidate children's understanding of staying safe.

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

The childminder has a secure knowledge of the learning and development requirements and how to protect children from harm. She assesses risks in the environment and outings sensibly, and she provides clear explanations for children which help them learn how to keep themselves safe, such as to sit still when eating at the table. The childminder regularly reviews children's progress, which means that gaps in learning are quickly identified and appropriately supported. Parents contribute to assessments of children's learning, and the childminder regularly shares information about children's achievements with parents, to ensure children's learning is supported at home. Well-established links with local nurseries and schools support effective consistency and continuity in children's care and learning.

Setting details

Unique reference number	EY100172
Local authority	Bury
Inspection number	869565
Type of provision	Childminder
Registration category	Childminder
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	25 September 2009
Telephone number	

The childminder was registered in 2002. She lives in Bury, Greater Manchester. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, with the exception of bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

