

Childminder Report

Inspection date	2 June 2015
Previous inspection date	30 June 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 regularly observes and tracks children's progress and plans carefully to promote next steps in learning. As a result, children make consistently good progress in relation to their starting points. By the time children are ready to leave, they have achieved a good standard and are prepared well for learning in the nursery or Reception classes they join.
- The quality of teaching is good. The wide variety of freely accessible toys, enhanced by regular outings and group activity sessions, results in children being motivated, enthusiastic learners.
- The childminder skilfully uses the very best teaching approaches to support children's communication and language development, during their play and in everyday routines. Consequently, children make very good progress in this area of learning.
- Children thrive in this welcoming and caring childminding setting. Positive, nurturing care from the childminder and good support for individuals are reflected in children's strong sense of security.
- Partnerships with parents and other early years providers are strong, which promotes continuity of care and learning, and makes a significant contribution to meeting children's individual needs.

It is not yet outstanding because:

- The childminder does not provide enough opportunities for children to help them develop an awareness of the similarities and differences between people and communities, during self-chosen activities.
- Arrangements for ongoing self-reflection are not yet highly successful or sharply focused on targeted priorities for improvement.

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 learn about the similarities and differences between people and communities during self-chosen activities
- strengthen the existing arrangements for self-evaluation even further, for example, by consistently using ongoing self-reflection to develop sharply focused action plans to identify and prioritise areas for future improvement.

Inspection activities

- The inspector observed children's activities in the indoor play area.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector looked at various documents including a sample of policies and procedures, planning, observation and assessment systems and children's individual learning records.
- The inspector checked evidence of the suitability of adults living on the premises and records of the childminder's training.
- The inspector carried out an evaluation of the quality of teaching with the childminder.
- The inspector discussed the arrangements for self-evaluation with the childminder.
- The inspector took account of the views of parents from written feedback questionnaires 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 provides a very good range of activities to promote children's development across the seven areas of learning. She uses her training effectively to support children's communication and language development. For example, she extends children's vocabulary by introducing new words, such as 'giraffe', 'camel' 'tall' and 'grumpy'. She models words and sentences to help them learn to pronounce words correctly. Consequently, children make very good progress in this area of development. The childminder encourages children to learn through exploring and being active. For example, children have a wonderful time and squeal with delight, as they listen intently to the sounds they discover they can make with a rain stick. They are fully engrossed in their play and show high levels of involvement, as they pretend to take the baby to the shops. The childminder teaches children about different cultures and beliefs through planned activities, as they learn about Chinese New Year, Bonfire Night and Eid. However, the childminder does not provide enough opportunities for children to learn about the similarities and differences between people and communities during self-chosen activities.

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

Children form strong relationships with the childminder. They thoroughly enjoy one-to-one times with the childminder. They sit on her knee and participate in activities, such as reading books and singing songs and rhymes. Children are confident and self-assured, express themselves freely and are encouraged to make independent choices, about what they want to do. They demonstrate high levels of independence, as they explore the resources and environment and manage their own personal care needs. The childminder teaches children about good hygiene routines and provides a wide variety of nutritious breakfasts and snacks. Children enjoy the benefits of fresh air and exercise as they participate in daily outdoor activities and visit exciting places of interest. Consequently, their physical and emotional well-being is effectively promoted.

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 safeguard children. She risk assesses the environment and outings rigorously and provides clear explanations for children, which help them learn how to keep themselves safe. For instance, she gently reminds children to sit still at the table and not to climb on the furniture. The childminder is committed to her role as an early years practitioner and has a secure knowledge of her strengths and weaknesses. She seeks the views of children and parents through discussions and questionnaires. However, the childminder does not make the very best use of ongoing self-reflection, to devise sharply focused action plans, in order to consistently prioritise targeted areas for improvement.

Setting details

Unique reference number	EY318196
Local authority	Oldham
Inspection number	862292
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	30 June 2009
Telephone number	

The childminder registered in 2006 and lives in Chadderton, Oldham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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