

# Childminder Report

**Inspection date**

16 June 2015

Previous inspection date

12 October 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 childminder undertakes observations of children to help her identify their next steps in learning. She uses this information to plan activities, which meet their individual needs and interests, and support their ongoing achievements and progress.
- The childminder promotes a healthy lifestyle in her setting. She provides balanced meals and encourages children to be involved in the growing, harvesting and cooking of fruit and vegetables that they grow in her garden.
- Children relate well to the caring nature of the childminder. Consequently, they form secure emotional attachments, which enable them to feel confident in their surroundings.
- The childminder has a good knowledge and understanding of how to protect and safeguard children. She has undertaken safeguarding training to strengthen her knowledge and skills. She is fully aware of what to do, if there are any concerns about a child's welfare.
- The childminder works closely with parents and the information they share on a daily basis supports children's well-being, learning and development.

### It is not yet outstanding because:

- The childminder is sometimes overly enthusiastic and does not give children enough time to answer a question before giving them the answer.
- The childminder does not gain detailed information from parents about children's learning so far, with regard to their starting points.

## **What the setting needs to do to improve further**

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

- use a wider range of teaching strategies, for example, giving sufficient time for children to answer questions and put their thoughts into words
- enhance the depth of information gathered from parents about children's learning and development, in order to further enrich the planning process.

## **Inspection activities**

- The inspector spoke with the childminder and children at appropriate times throughout the inspection, and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, risk assessments, certificates, policies, procedures and evidence of the suitability checks for all adults living in the household.
- The inspector reviewed written comments from parents and took into account their views of the service.
- The inspector carried out a joint observation with the childminder.
- The inspector toured the areas of the premises where childcare is provided.

## **Inspector**

Nicola Eyre

## 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 range of activities and experiences to support children's progress across the seven areas of learning. She has good relationships with parents and gains information from them of their child's care needs during settling-in periods. However, this information is not always sufficient in detail to give the childminder precise information about all areas of children's prior achievements, with regard to their learning and development. This means that planning is not as sharply focused at the outset of care. Children have opportunities to help develop their small muscular movements and handling skills well. For example, they effectively use rolling pins and cutters as they skilfully manipulate dough. Children begin to use counting spontaneously in their play. The childminder effectively reinforces this awareness by encouraging children to count throughout activities, as well as introduce and reinforce other mathematical concepts, such as shape and size. Overall, teaching is good. However, sometimes the childminder does not give children time to think about their response to questions, so that they can put their thoughts into words as part of their language development.

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

Children enjoy a wide range of outdoor activities and visits to places of interest. As a result, they learn about their local community and their physical development and well-being are met. The childminder takes children to a range of different play groups, where they have opportunities to mix with other children. This supports children in socialising with others, gaining confidence and emotional independence and learning valuable skills, such as sharing. The childminder promotes children's independence by encouraging them to carry out age-appropriate tasks. She also supports children to select their own toys, by presenting a wide range of resources at their height. The childminder praises children as they play. This promotes their good behaviour and develops their self-confidence.

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

The childminder monitors children's progress and communicates with parents on a daily basis to share children's development and their next steps in learning. As a result, parents are aware of how their child is progressing and how they can support their learning at home. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides. The childminder reviews risks in the environment and ensures children are always well supervised. This contributes towards their safety and ensures children's well-being is effectively promoted. The childminder is committed to promoting a good quality provision. She effectively reflects upon her practice to support her to identify areas for development and further training. She works well with the nursery that some children attend, exchanging relevant information. This further supports children in moving on to the next stage in their learning.

## Setting details

<b>Unique reference number</b>	311947
<b>Local authority</b>	Tameside
<b>Inspection number</b>	868056
<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>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	12 October 2011
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in Hyde, Manchester. She operates from Monday to Thursday, 7.30am to 5.30pm during term time, and on Friday before and after school. During school holidays she operates Monday to Wednesday, 7.30am to 5.30pm.

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Piccadilly Gate  
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