

# Childminder Report

**Inspection date**

3 September 2015

Previous inspection date

17 November 2010

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides stimulating activities that motivate children to learn. Children make independent choices about their play. They explore the resources freely, using their imagination as they follow their own ideas.
- The childminder uses assessments of children's learning to plan appropriate next steps for their development. She supports children's individual interests and provides a broad range of learning experiences.
- Children enjoy close relationships with the childminder. She readily offers encouragement and praise. This helps children to feel settled and emotionally secure.
- Information is shared well with parents to support children's individual care. The childminder actively engages parents in their children's learning. This continuity benefits children's development.
- The childminder attends training and shares ideas with other childminders to enhance her practice. She strives to improve and has completed the action and recommendation raised at her last inspection.

### It is not yet outstanding because:

- Sometimes, the childminder misses opportunities to enhance children's mathematical development.
- The childminder does not always make best use of opportunities to promote children's problem-solving skills.

## 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 hear the use of number names and to develop their counting skills during activities and daily routines
- enhance opportunities for children to think and work out problems for themselves.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, training records and the childminder's self-evaluation.
- The inspector considered suitability checks carried out for all adults within the home.
- The inspector took into account parents' written views.
- The inspector held discussions with the childminder at appropriate times throughout the inspection.

### Inspector

Kate Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and experienced. This has a positive impact on the learning experiences she provides and the individual care children receive. The childminder has a secure understanding of the requirements of the Early Years Foundation Stage. She evaluates the quality of her provision and gathers the views of parents to support this. The childminder has a secure understanding of possible signs and symptoms of abuse. She knows the correct procedures to follow to protect children from potential harm. The childminder monitors children's individual learning. She knows how to seek additional support from other professionals to aid children's development, when required. The childminder shares information well with teachers to support children moving on to school. Risk assessments are implemented effectively to maintain a safe environment. Parents' comments are extremely complimentary about the childminder and the service she provides.

### Quality of teaching, learning and assessment is good

Parents contribute to establishing children's starting points for learning. This helps the childminder to know what they can already do. The childminder understands how children learn and adapts her approach to meet individual needs. She enhances children's individual development and tracks their progress. The childminder supports children's language development well. Children make links in their learning as they recall previous experiences. Occasionally, problem-solving activities do not support children's critical-thinking skills with maximum effect. Children explore the stimulating environment as they move independently between the house and the garden. They use mathematical language to describe relative size and direction. However, opportunities to enhance their familiarity of number names and their counting skills are not fully extended. Children learn about people and communities beyond their personal experiences, so that they gain an appreciation of diversity.

### Personal development, behaviour and welfare are good

Effective settling-in procedures enable the childminder to gather information about children's individual needs and interests. Children are happy and demonstrate a sense of belonging. The childminder is a good role model and promotes positive behaviour well. This helps children to treat others with respect and to understand the consequences of their actions. Children learn to take acceptable risk in their play and how to keep themselves safe. Their self-care skills are well fostered. Children's good health is promoted through healthy eating and daily outdoor exercise. They are learning to respect and celebrate each other's differences. Children attend local toddler groups. This helps them to mix with their peers, fostering their social skills.

### Outcomes for children are good

All children make good progress in their learning. They are becoming confident, independent learners. Children are learning to express their ideas and listen to the views of others. They are acquiring the necessary skills to support their future learning.

## Setting details

<b>Unique reference number</b>	316059
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	871997
<b>Type of provision</b>	Childminder
<b>Day care type</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>	17 November 2010
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Rochdale. She operates all year round from 7am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

