

Childminder Report

Inspection date

24 September 2015

Previous inspection date

5 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are happy, settled and relaxed. This is because the childminder provides a warm and welcoming environment with familiar routines.
- The childminder and her assistant have high expectations and clear boundaries. They are good role models. This supports children to develop good social skills and play well together. Consequently, children share and take turns, while behaving and treating each other with respect.
- The childminder gathers information from parents about children's interests and achievements at home before they attend the setting. She continues to share ongoing information about children's development and effectively plans for their individual learning. Children make good progress from their starting points.
- The childminder carries out regular observations and assessments to identify where children are in their development and what they need to do next. She has good relationships with parents and shares details of children's progress through daily diaries and children's individual development files.
- The childminder uses her self-evaluation to identify improvements that will benefit the children's learning and development. She works closely with parents and older children and takes their views into account when making changes to her practice.

It is not yet outstanding because:

- The childminder has not yet developed an effective programme of professional development for her assistant to ensure he continues to improve the quality of his teaching.
- The organisation of toys and resources do not fully support children's independence to freely choose what they want to play with.

What the setting needs to do to improve further

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

- develop an ongoing programme of professional development for the childminder's assistant to improve the quality of his teaching even further
- improve the organisation of toys and resources to ensure that children can freely and independently choose to play with the wide range that is available to them.

Inspection activities

- The inspector toured the premises used for childminding purposes and observed children's activities.
- The inspector conducted a joint observation with the childminder and her assistant.
- The inspector asked the childminder questions about her practice at appropriate times throughout the inspection.
- The inspector asked the childminder's assistant questions throughout the inspection.
- The inspector spoke to a parent during the inspection and took account of her views.
- The inspector checked evidence of the suitability of all household members and the childminder's qualifications.
- The inspector looked at a selection of policies and children's assessment records, and discussed the childminder's self-evaluation methods.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the statutory and other government requirements. Safeguarding is effective. The childminder accesses safeguarding training regularly to refresh her knowledge and clear procedures are in place should she or her assistant have any concerns about a child's welfare. The childminder understands the need to update her knowledge through regular training to provide a high-quality service for children and their parents. However, she has not reflected on ways to further enhance the skills of her assistant to improve his knowledge, understanding and practice. The childminder effectively uses information she gains from training she attends to enhance activities for children. This helps to provide exciting and stimulating learning opportunities for children to help them progress towards the early learning goals.

Quality of teaching, learning and assessment is good

The childminder is well qualified. She uses her wide knowledge and understanding of how children learn to provide them with a broad range of interesting experiences. The childminder has a wide range of toys and resources to support the learning and development of children. However, children do not select and access the range of resources freely. They are not fully encouraged to make choices about what they want to play with to enable them to further develop the independence skills that are needed for their next stage in learning. Children enjoy their time at the childminder's home. They explore and investigate the properties of dried rice and pasta, becoming highly engaged as they fill and empty containers. The childminder and her assistant skilfully support children's mathematical development. They help the children to think and find solutions in their play through appropriate questioning, which extends their learning further.

Personal development, behaviour and welfare are good

The childminder and her assistant promote children's confidence and self-esteem through lots of praise and encouragement. Their caring and comforting approach helps children feel emotionally secure. Cuddles and reassurance are readily given when needed and children gain a positive sense of security. The childminder teaches the children about effective hygiene routines and children are encouraged to be independent in their personal care. This supports children to develop good health and hygiene practices. Children regularly play in the garden and visit local parks. This helps to foster their physical well-being effectively. The children regularly attend local toddler groups, which helps them to gain knowledge of their wider community.

Outcomes for children are good

The childminder works closely with parents to form accurate assessments of children's learning and development, including the progress check at age two years. Any gaps in children's learning and development are quickly identified. Strategies are put into place to ensure children's learning improves and children catch up rapidly. Children are making good progress in their learning and eventual move to school.

Setting details

Unique reference number	510175
Local authority	Oldham
Inspection number	869403
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	14
Name of provider	
Date of previous inspection	5 October 2011
Telephone number	

The childminder was registered in 1994 and lives in Oldham. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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