

# Childminder Report

<b>Inspection date</b>	16 October 2015
Previous inspection date	6 February 2012

<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 quality of teaching is good. Children enjoy interacting with the childminder and are clearly engaged in learning.
- Detailed assessments and observations are used effectively to support and challenge children's learning. All children are making good progress for their age and some are exceeding this.
- The childminder provides a stimulating environment. The children can choose from a wide variety of quality resources, both indoors and outdoors.
- The childminder has established strong partnerships with parents. Effective communication with parents underpins all of the work in the setting.
- Children have developed strong relationships with the childminder. They settle quickly in the provision and feel safe and secure to explore the environment independently.
- Children are developing key skills which will support them when ready for the move on to nursery or school. The childminder promotes communication skills effectively through play.

### It is not yet outstanding because:

- The childminder has not identified priorities for further improvement when reflecting upon the strengths and weaknesses of her provision and practice.
- The childminder does not always access professional development opportunities to raise the quality of teaching and learning to a higher level.

## What the setting needs to do to improve further

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

- continue to reflect upon the setting's strengths and weaknesses and assess what impact any changes have on children's learning and development, in order to identify new priorities for improvement
- make the most of professional development opportunities to raise the quality of teaching and learning to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder and had discussions at appropriate times throughout the inspection.
- The inspector took account of the views of parents recorded on the childminder's evaluation forms and questionnaires.
- The inspector looked at a range of documents including the childminder's self-evaluation, children's progress files, training records and policies and procedures.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder holds a relevant childcare qualification and ensures that her knowledge is kept up to date and shared with her assistant. This helps to maintain consistency and quality in their practice. She carefully monitors the progress each child is making from their starting points. Detailed observations and individual planning clearly show the achievements they are making across all areas of learning. Arrangements for safeguarding are effective. The childminder understands what action to take if worried about the welfare of a child in her care, and can identify potential risks to children in the setting and the wider community. The childminder uses the views of parents and children to make changes to the provision. For example, parents wanted more information about the food being provided, so the childminder created detailed weekly menus which are now displayed on the board for parents.

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

The quality of teaching is good. The childminder engages in the children's play to support and challenge their learning. Children are enthusiastic and motivated by her interaction. For example, young children wave their arms with excitement and laugh as the childminder hides their faces under silky scarves, before revealing them again and saying 'boo!' The childminder promotes children's communication effectively in a variety of ways. She models language and repeats simple words, allowing time for them to respond and copy the words. Children's starting points are established with parents and clear steps in learning are identified to ensure children make good progress. Parents are involved regularly by having good opportunities to discuss their children's ongoing development. They contribute to the children's files and are given ideas about how to support children's learning at home.

### Personal development, behaviour and welfare are good

The childminder provides a stimulating environment for the children. High-quality resources, both indoors and outdoors, are carefully selected to suit the children's ages and interests. Children enjoy pressing buttons and listening to the music on interactive toys, clapping their hands to show satisfaction. Children have a strong desire to explore using their senses, spending time looking at their faces in mirrors and touching different materials to see how they feel. The children have lots of opportunities to practise their physical skills. They enjoy spending time on their tummy, practise standing up and use a walker to support their first steps. The childminder has developed strong attachments with the children. She complements parents' care routines from home, helping children to feel happy and secure.

### Outcomes for children are good

All children are making good progress for their age from their starting points and some are exceeding this. The childminder demonstrates knowledge of carrying out accurate assessments of children's progress between the ages of two and three years. She identifies individual targets to ensure the children continue to make progress. Children develop key skills needed for moving on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY431421
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	853205
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	10
<b>Number of children on roll</b>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	6 February 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in Middleton, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

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