

# Childminder Report

**Inspection date**

21 October 2015

Previous inspection date

1 November 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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder listens, observes and joins in children's play to effectively support and challenge their learning.
- Children make at least typical progress for their age. Where starting points are below expectations initially, children are now making good progress.
- Children benefit from a highly stimulating environment that offers a wide range of quality resources. The children are curious and use their imagination to explore independently.
- Children behave exceptionally well for their age. They play cooperatively together and show excellent concentration during activities.
- Children are supported extremely well when starting at the setting and the childminder very effectively contributes towards settling children into nursery and school.
- The childminder works in partnership with other professionals to support children's development and ensure continuity in learning.
- Children are well prepared for starting school and nursery. The childminder supports children's development of literacy and numeracy skills as a priority.
- The childminder accesses regular professional development opportunities. This helps to promote her understanding and knowledge of best early years practice

### It is not yet outstanding because:

- The childminder does not always engage with parents to support children's learning in the home.
- The childminder does not always use parents' views when summarising children's achievements in learning.

## What the setting needs to do to improve further

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

- enhance the range of activities and ideas offered to support parents to complement children's learning at home
- strengthen parental contribution to ongoing assessments of children's achievements in learning.

### 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 looked at a range of relevant documentation, such as policies and procedures, the childminder's self-evaluation and children's assessment records.
- The inspector spoke to parents and took account of their views recorded in the childminder's compliments' file.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder identifies potential risks to the children in the setting and local community. She understands what action to take if worried about the welfare of a child in her care. The childminder holds a relevant childcare qualification and accesses regular professional development opportunities. This helps to keep her up to date with best early years practice and improve her knowledge of how children learn. The childminder has developed good relationships with the local teachers and works in partnership to support children settling into school. She shares assessment information to promote continuity in their learning and complements topics they are working on. The childminder gathers the views of parents and children when reflecting on the provision and identifies changes in order to improve the setting.

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

The childminder engages children well during activities, encouraging them to look and listen carefully. Children enjoy exploring different items in an autumn basket, feeling the textures of pine cones and talking about different animals. Children approach the activities in their own way. They concentrate carefully as they spread glue onto their pictures and attempt to chop straws up with scissors. The childminder effectively promotes children's communication skills in a variety of ways. Children join in with actions and words as they hold props and use masks as they sing songs. The childminder observes children closely and plans activities to support their interests. Parents are kept well informed about their child's progress and enjoy taking their learning journals home to read.

### Personal development, behaviour and welfare are outstanding

The childminder has created a highly stimulating environment. This offers a vast range of high quality resources. Children access toys and activities independently and show fantastic imagination in their play. They pretend that there is a fire, and use vehicles and figures to act out a complicated rescue. Children are highly motivated and eager to learn. They concentrate on activities for long periods of time and are not easily distracted from their tasks. Children are extremely polite and play together cooperatively. They understand the importance of having rules. Children demonstrate an excellent understanding of how to keep safe. Children are emotionally secure with the childminder and clearly enjoy sharing learning and care routines with her. The childminder expertly supports children when moving on to nursery and school. Children benefit from a wide range of outdoor activities where they can develop their physical skills. They learn about other cultures in the community and have lots of opportunities to discuss their feelings.

### Outcomes for children are good

All children make good progress for their age even those where starting points are below expected levels to begin with. The childminder carries out an accurate check on children's development between the ages of two and three years. She successfully supports children in developing key skills for school. She promotes mathematical language through discussions and encourages children to write in a variety of ways during play.

## Setting details

<b>Unique reference number</b>	EY292743
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	861454
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 November 2011
<b>Telephone number</b>	

The childminder was registered in 2004 and lives in Littleborough, Rochdale. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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