

# Childminder Report

**Inspection date**

9 November 2015

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 and children are enthusiastic learners. The childminder plans a range of activities which support children's interests and the next steps in their learning. Children make good progress.
- Children have made secure attachments to the childminder. She offers reassurance to new children as they settle which help to support their emotional well-being. The childminder praises children which help to promote positive behaviour and raise children's self-esteem.
- Good partnerships have been developed with parents and other professionals. The childminder liaises regularly with other providers who also share the care of children. This enables all carers to support children's needs and offer consistency of care.
- The childminder attends training opportunities to develop her knowledge. In addition, she also speaks regularly with other providers to review and reflect upon her practice. This has a positive impact on teaching as the childminder's knowledge is constantly refreshed.
- The childminder evaluates her practice and welcomes the views of parents to improve her service further. She has identified key areas to develop in the future.

### It is not yet outstanding because:

- Information gained from parents on entry is mainly based on care needs and does not consistently gather detailed information about children's starting points to better inform the processes of assessment.
- At times, children do not always have consistent opportunities to investigate their surroundings and follow their own interests. The childminder can sometimes be too eager to support children in their play.

## What the setting needs to do to improve further

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

- improve the information that is consistently gained from parents on entry about children's individual developmental stage
- enhance opportunities for children to independently explore the environment and use their imagination.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection and undertook a joint observation with the childminder.
- The inspector spoke with children and the childminder at appropriate times during the inspection.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector checked evidence of the qualifications and suitability of the childminder.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder understands the importance of keeping children safe and places a high regard on their well-being. She attends safeguarding training and completes risk assessments to help ensure that the environment is safe for children. The childminder understands all the requirements of the Early Years Foundation Stage. She regularly evaluates her service and adapts her practice to suit the needs of children in her care. For example, she has recently started supporting children with homework when she collects them from school. The childminder tracks children's progress to identify any gaps in learning. Good partnerships have been developed with parents and other professionals which, generally, enhance all aspects of children's care and learning. The childminder plans interesting activities which support children in their learning and development. Children are well prepared for the next stage in their learning, including school.

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

The quality of teaching is good and the childminder follows children's interests as they play. She is very responsive to children's changing needs and supports their learning with enthusiasm. The childminder observes children as they play and identifies their developmental stage. Planned activities support children's next steps in learning and help them gain the skills they need for future learning. Children learn through a wide variety of activities which supports all areas of learning. The childminder supports children's developing language skills through using a range of different strategies, such as using single keywords and providing a running commentary. Children are motivated learners and make good progress. The views of parents are welcomed and are, generally, used well to support children's individual learning.

### Personal development, behaviour and welfare are good

The childminder has created an environment where children are extremely well settled and happy. Children often ask the childminder to join in their play and they enjoy exploring resources together. Children have formed positive attachments with the childminder and she nurtures their needs very well. The childminder has a good knowledge of children's care needs and interests. She regularly praises children and celebrates their achievements. This helps promote positive behaviour and supports children's emotional well-being. Children learn about the wider world through a variety of ways, such as going on outings in the local area. The childminder has good partnerships with other providers and regularly shares information about children's individual needs. This helps to support children well as they move to the next stage of their learning and to school.

### Outcomes for children are good

All children make good progress. The childminder supports children's learning very well and encourages them to become independent learners. Children are developing the key skills they will need for their future education, including school.

## Setting details

<b>Unique reference number</b>	EY464134
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	947953
<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>	6
<b>Number of children on roll</b>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Middleton. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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

