

# Childminder Report

**Inspection date**

23 September 2015

Previous inspection date

28 February 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                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

**This provision is good**

- The childminder has created a calm and welcoming atmosphere in which children learn to respect, care for and value each other and they behave well.
- The childminder helps children to feel safe and secure. She implements effective risk assessments to identify and minimise potential hazards in her home.
- The childminder carefully observes children to determine what they already know and can do. She uses this information to plan interesting activities that help to move children on in their learning. As a result, children make good progress from their starting points.
- The childminder makes the most of the outdoors to support children's physical well-being and learning. She spends time in the garden and visits parks, playgroups and places of interest in the community. This supports children to develop their confidence in social situations in readiness for school.

**It is not yet outstanding because:**

- The childminder does not always successfully maximise opportunities during story times to model language and fully engage children in all aspects of the story, to help support their communication and language development.
- The childminder does not fully encourage and support children in developing their self-help skills and independence in readiness for school.

## What the setting needs to do to improve further

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

- explore ways to provide children with opportunities to carry out tasks for themselves to further develop their self-help skills and independence
- use all available opportunities during story times, to model language and encourage children to use repetition to support their communication and language development more fully so that they make the best possible progress in this aspect of learning.

### Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector checked evidence of the suitability of adults living on the premises, and the childminder's qualifications.
- The inspector looked at a sample of policies and children's assessment records, and discussed the childminder's self-evaluation methods.
- The inspector interacted with children at appropriate times during their activities and evaluated a learning activity with the childminder.
- The inspector took account of the views of parents as recorded in written parental questionnaires.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder has a good awareness of safeguarding and child protection issues and as a result, the arrangements for safeguarding are effective. The childminder is well qualified, passionate and knowledgeable. She is proactive and enthusiastic in updating and extending her professional knowledge, skills and understanding through research, training and sharing ideas with other childminders. The childminder is perceptive when reflecting on her practice and she strongly respects and values the views of parents and children. She regularly considers ways to further improve her setting to benefit children and their families.

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

The childminder provides children with a quality environment where children are motivated and eager to learn. There are good opportunities for children to develop their physical skills as they use equipment to build, construct and fit shapes into spaces. The childminder successfully builds on children's problem-solving abilities through the use of thought-provoking questions. She successfully extends children's communication and language during their activities through providing a running commentary and repeating what children say. Children develop a love of books and enjoy sitting with the childminder to share their favourite stories. However, story times are not always highly effective at extending children's communication and language development. This is because the childminder does not position herself so that children are able to see her modelling language so that children become fully immersed with the story.

### Personal development, behaviour and welfare are good

The childminder is warm, caring and affectionate. This helps children to develop strong and effective attachments to the childminder. The childminder provides a wide selection of resources that she carefully organises so that children are able to make independent choices in play. The childminder promotes the health and well-being of children through providing healthy and nutritious snacks. However, the childminder does not use all opportunities to encourage children to take on the responsibility for small tasks and take care of their own personal needs to successfully extend their physical development.

### Outcomes for children are good

The childminder has a good understanding of how children learn and develop. She assesses the progress children make through the robust tracking of their development and all children demonstrate good levels of progress from their starting points. The childminder works hard with parents and outside agencies to provide consistency for children's care and learning needs. This helps to ensure those children who enter her setting with lower than expected starting points receive the support they need so that any gaps in their learning are closed.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | 312231  |
| <b>Local authority</b>             | Tameside  |
| <b>Inspection number</b>           | 868071  |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 17  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 1   |
| <b>Name of provider</b>            |   |
| <b>Date of previous inspection</b> | 28 February 2011  |
| <b>Telephone number</b>            |   |

The childminder was registered in 1995 and lives in Denton, Manchester. 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.

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