

# Childminder Report

<b>Inspection date</b>	26 January 2016
Previous inspection date	16 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 quality of teaching is consistently good. The well qualified and experienced childminder has a sound understanding of how children learn and develop. She skilfully interacts with them during activities and supports the development of their speech and language well.
- The childminder has good relationships with parents and shares information about their children's progress through regular discussions and in daily diaries. She provides effective strategies that involve parents in their children's learning at home. Parents comment that they are very happy with the care provided for their children.
- The childminder has very good partnerships with professionals at the other settings children also attend. The regular sharing of information about children's development helps to promote continuity in their care and learning.
- The childminder gets to know children well and forms warm and caring attachments with them. She consistently praises and encourages children, which helps to promote their emotional well-being. Children show that they feel secure and demonstrate good levels of confidence and self-esteem.
- The childminder is fully aware of where children are in their development. She uses her regular observations of children to clearly identify their individual next steps in learning.

### It is not yet outstanding because:

- The childminder sometimes misses opportunities to fully extend younger children's independence skills and self-chosen activities.
- The childminder does not make the best use of her assessments to support children to make even better progress in their learning.

## What the setting needs to do to improve further

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

- improve opportunities for younger children to independently explore and direct their own play
- sharpen the focus of assessments to support children to make even more rapid progress in their learning.

### Inspection activities

- The inspector toured the areas of the premises used by children during the inspection and observed children's activities.
- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder's suitability, qualifications, training certificates and risk assessments, and looked at a selection of her policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector took account of the views of other settings the childminder has links with, from written comments they had provided.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder keeps her practice up to date by completing training, such as safeguarding and paediatric first aid. She has a good understanding of her responsibilities and the procedures to follow should she have concerns about a child in her care. The childminder efficiently uses risk assessments to identify and minimise potential hazards in her home and while on outings. A wide range of detailed policies and procedures is shared with parents and successfully implemented in practice. This helps to support the safe management of the setting. The childminder evaluates what is working well and makes useful plans for what she wants to improve. For example, she is currently developing her garden to provide a more valuable learning environment for children.

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

The childminder encourages young children to explore and make new discoveries in their learning. Children learn about new textures when making bird feeders during craft activities. For example, they investigate the feeling of seed, raisins and lard as they combine the various ingredients together. The childminder skilfully uses the opportunity to help extend children's language skills and introduce mathematical concepts. For example, children learn about quantity as the childminder helps them to count scoops of seed into a mixing bowl. They talk about how much mixture is left, and are encouraged to use language such as a lot or a little bit, to help strengthen their understanding and vocabulary.

### Personal development, behaviour and welfare are good

The childminder invites parents to attend a number of play sessions with their children before their starting date. This helps children to settle quickly and feel safe and secure in her care, and effectively promotes their emotional well-being. Young children are beginning to demonstrate their independence skills as they eagerly help to tidy up after snack time and participate in craft activities. Their understanding of appropriate behaviour is promoted as the childminder encourages them to share and take turns. This helps support children to develop their social skills and they learn to play cooperatively together. The childminder promotes a healthy lifestyle. For example, she provides a variety of healthy and freshly prepared meals and snacks. Children get plenty of fresh air and exercise when they go out to playgroup sessions and local parks. This helps to foster their physical well-being and contributes to their knowledge of the wider community.

### Outcomes for children are good

Children are making very good progress in relation to their starting points and are confident learners. They are well prepared for the next stage in their learning and for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	301171
<b>Local authority</b>	Oldham
<b>Inspection number</b>	864688
<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 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 February 2011
<b>Telephone number</b>	

The childminder was registered in 1996 and lives in Chadderton, Oldham. 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.

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

