

# Childminder Report

<b>Inspection date</b>	15 January 2016
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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. The childminder joins in children's play and encourages and models communication well. She comments and asks questions to challenge their thinking and understanding.
- The childminder promotes early literacy skills effectively. This helps to prepare children for their next stage in learning, such as nursery and school.
- The childminder provides a broad range of interesting activities in a stimulating environment. Children access resources independently and enjoy following their own interests in play.
- Children go on a variety of trips and experiences in the local area. This helps support children to learn about other cultures and promotes their growing understanding of diversity.
- The childminder has a relevant childcare qualification and uses her knowledge and expertise to plan activities that are well suited to the children's individual needs.

### It is not yet outstanding because:

- The childminder is still building on the strong partnerships with parents to encourage them to contribute further to children's ongoing learning and assessments in the setting and at home.
- The childminder identifies the strengths and weaknesses of her provision well. However, she does not yet evaluate the impact of any changes made in the provision.

## What the setting needs to do to improve further

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

- enhance opportunities for parents to contribute their own information towards children's ongoing learning and assessments in the setting and at home
- evaluate any improvements made in the provision and monitor the impact of any changes on children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 took account of parents' views recorded in the setting's questionnaires.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder continually improves her practice. She completes an evaluation of all aspects of the provision. She gathers parents' views through the use of questionnaires and asks children for their opinions regularly. The childminder has plans to make further changes to the provision, for example, enhancing the outdoor space with a broader range of activities. Children's progress is monitored through the use of regular observations and assessments. The childminder accesses professional development opportunities to continue to improve her knowledge of high-quality early years practice. Arrangements for safeguarding are effective. The childminder understands what action to take if she has concerns about the welfare of a child in her care. She has appropriate policies and procedures in place to minimise risks to children when in the setting or the local area.

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

The childminder plans activities around a theme, ensuring that children's interests and needs are taken into consideration. She uses her knowledge of children's next steps in learning to provide resources and activities to suit individual needs. Older children make marks in white paint with sticks and feathers to help encourage their early writing skills. Younger children enjoy the sensory experience of painting all over their hands. The childminder models how to write the children's names while saying the letter sounds. This helps to promote good literacy skills. Children enjoy visiting China Town and buying resources to set up a Chinese restaurant in the role-play area. This helps to support children's understanding of other cultures and helps them to celebrate difference. Parents are kept well informed about their children's learning. They have access online to view a range of documents, such as observations, photographs and assessment trackers.

### Personal development, behaviour and welfare are good

Children confidently access a wide range of resources to pursue their interests. Children enjoy building a volcano together and laugh as all the pieces fall off. They play together with the cups and teapot to make drinks for each other. They share lots of experiences outside of the setting, such as visiting the local lake and exploring at the fire station museum. These opportunities help to promote children's physical and emotional well-being. Children enjoy making their own pizzas, adding a variety of toppings. This helps the children to learn about making healthy choices. The children's behaviour is good. The childminder has high expectations and encourages the children to share and take turns with resources. Discussions with the childminder and looking at books, helps children learn about keeping themselves safe in different scenarios.

### Outcomes for children are good

Children are working within the range of development typical for their age across the Early Years Foundation Stage. They are developing the key skills needed for moving on to nursery and school. The childminder completes an accurate review of children's progress between the ages of two and three years.

## Setting details

<b>Unique reference number</b>	EY356841
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	863473
<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>	2 - 3
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	1 November 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Rochdale, Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except 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

