

Childminder Report

Inspection date	11 March 2016
Previous inspection date	18 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	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 sustained her previous good judgement and has fully addressed the recommendation from her previous inspection.
- The childminder monitors children's progress closely, so that next steps in learning are clearly identified. This information is used well to plan a wide range of activities which promotes the children's interests and individual needs.
- The childminder effectively supports children to develop their literacy and mathematical skills. This helps to prepare them for their next stage in learning or moving on to school.
- The childminder has established strong partnerships with parents and other professionals. She ensures that information is regularly shared and well used to promote good outcomes for the children.
- The childminder is a good role model for the children. She is caring, kind and supportive at all times. This helps children to feel settled and secure in the setting.

It is not yet outstanding because:

- The childminder continually reflects on her practice and provision and uses the views of parents, the co-childminder and children to identify priorities for improvement. However, she is not fully evaluating the impact of changes made on children's learning and development.
- The childminder provides a stimulating and welcoming environment indoors. However, children do not have as wide a range of opportunities outdoors to help further support and extend their learning.

What the setting needs to do to improve further

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

- evaluate improvements made in the provision and monitor the impact of any changes on children's learning and development to drive forward continual improvement
- enhance outdoor learning opportunities to further support and extend children's 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 took account of parents' views recorded in the file containing compliments.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder completes a daily risk assessment for the setting and regular fire evacuations are practised with the children. She has a good knowledge of child protection issues and is aware of further risks in the wider community. She has followed her policies and procedures to take appropriate action where necessary. The childminder and her co-childminder observe each other's practice and discuss how to further improve their teaching. The childminder reflects on the setting and listens to the views of children. For example, they ask to perform a play, so she helps them to make puppets and take on different roles. The childminder has a close relationship with the local teacher and follows on activities in the setting to help promote continuity. She attends the local network forums for childminders. This helps to improve her knowledge of different initiatives, such as letters and sounds.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder promotes the children's literacy and communication skills well. Amongst other things, children enjoy daily singing sessions, reading stories together and role playing traditional tales. The childminder supports children to develop mathematical language. One example of this is using props to tell a story. She role models feeding the 'bear' and emphasises the words big and small, before encouraging the child to find the big spoon to check their understanding. The childminder collects detailed information from the parents when children first start at the setting. She also completes an initial assessment, in order to work out children's next steps in learning. This helps to ensure that activities are well suited to children's individual needs and interests. Parents are kept well informed about their children's progress, for example, through regular summaries that highlight children's achievements. She shares a variety of information with parents to help them to further support children's learning in the home.

Personal development, behaviour and welfare are good

Children have developed close relationships with the childminder. They seek her out for a cuddle, when needing comfort or reassurance. This helps to support their emotional well-being. The childminder has a very calm nature and supports children's individual needs well during care routines. One example of this is being rocked to sleep on her knee when feeling tired. Children are encouraged to be independent and are supported to make their own choices in play. The childminder gently reminds them about being kind and looking after toys. She uses positive praise to successfully encourage good behaviour. Children enjoy going to the local park or doing exercises in the lounge, such as jumping and rolling. This helps to promote their physical well-being. They learn about a range of festivals celebrated by different cultures, for example, making lanterns for Chinese New Year.

Outcomes for children are good

The childminder closely monitors children's development to ensure they are making good progress from their starting points. All children are working comfortably within the range of development typical for their age and some are slightly above.

Setting details

Unique reference number	301360
Local authority	Oldham
Inspection number	864694
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	18 March 2010
Telephone number	

The childminder was registered in 1993 and lives in Chadderton, Oldham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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