

Childminder Report

Inspection date

14 March 2016

Previous inspection date

16 November 2009

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 works closely with parents and keeps them fully informed about their children's developmental progress and care routines. She talks to them daily when dropping off and collecting children. She provides parents with regular written summaries of their child's day and the good progress they are making.
- The childminder encourages children to be independent from an early age. They choose their own resources and activities from the good range available to them.
- The childminder establishes good partnerships with other settings that children attend, enabling frequent sharing of information. This helps to promote consistency in children's care and learning.
- The childminder regularly evaluates her good practice, in order to identify and secure future improvements. She seeks out and acts on the views of parents and children, in order to develop her provision further.
- The quality of teaching is good. The childminder is well trained and qualified. She uses her knowledge to provide a range of challenging activities to promote children's learning.

It is not yet outstanding because:

- The childminder does not fully make the most of her good partnerships with parents to gather detailed information about children's learning and achievements at home.
- The childminder's professional development focuses on essential aspects of training, rather than being specifically targeted at developing her teaching skills to the highest level.

What the setting needs to do to improve further

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

- explore further ways to encourage all parents to share more information about their children's learning at home
- focus more precisely on developing a targeted programme of professional development that promotes excellent practice and high achievements for all children.

Inspection activities

- The inspector had a tour of the premises and observed the childminder and children in the downstairs rooms of the house.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at a selection of children's records and policies and checked evidence of the childminder's suitability.
- The inspector made observations of and discussed the outcome of a planned activity with the childminder.
- The inspector took account of the views of parents spoken to on the day and from written comments.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is alert to the signs of possible abuse and neglect. She knows exactly what action to take if she has concerns about a child's welfare. The childminder closely monitors each child's progress. This helps her to swiftly identify and effectively address any gaps in children's learning and development. The childminder has kept up to date with mandatory training, such as paediatric first aid. Parents are very happy with the service the childminder provides. She shares information with them and provides them with ideas to continue to enhance their children's learning at home. Self-evaluation is generally used well to identify weaknesses in practice and drive continual improvement. The childminder gathers feedback from parents and children to ensure that planned developments are relevant.

Quality of teaching, learning and assessment is good

The childminder is well qualified and knowledgeable about how children learn. She demonstrates good quality teaching and plans activities that support children's individual needs and interests well. The childminder is skilled in supporting children's communication and language skills. She models how to pronounce words by responding and repeating what they say in the correct way. This helps children to confidently increase their talking skills as they play. Children develop their small-muscle movements and they use a variety of tools, such as scoops and tweezers, to pick up pasta. The childminder extends their learning further and encourages children to count the pasta shapes they have picked up and how many scoops it has taken to fill the containers. She supports children's literacy skills well. She reads familiar stories expressively and uses puppets as props. Older children write simple words and numbers which help them develop the skills they need in readiness for nursery or school.

Personal development, behaviour and welfare are good

The childminder provides a warm and nurturing environment for children to play and learn in. Children are happy and settled. The environment is organised well. Resources are all easily accessible to promote independent learning and give children choice. Children have many opportunities to develop their social skills and confidence and to make friends. They meet up with others from different settings, attend toddler groups and go on regular outings to places of interest. The childminder meets children's physical needs well. Daily opportunities are provided in the garden and they access other outdoor environments located near her home. Children enjoy the freedom of exploring activities and being physically active in the fresh air. They behave well in relation to their ages and stages of development.

Outcomes for children are good

All children make good progress from their starting points. The childminder has a good knowledge and understanding of the skills children need in preparation for their move to school. Children are motivated and confident learners who are developing good independence skills for the future.

Setting details

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|------------------------------------|---|
| Unique reference number | 316158 |
| Local authority | Rochdale |
| Inspection number | 847698 |
| 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 | 8 |
| Name of provider | |
| Date of previous inspection | 16 November 2009 |
| Telephone number | |

The childminder was registered in 1994 and lives in Rochdale, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3 and works with a co-childminder.

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