

Childminder Report

Inspection date

16 March 2016

Previous inspection date

15 February 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's care practices support children's physical and emotional well-being effectively. Children are motivated and highly confident. The childminder has high expectations for all children, including for managing their feelings and behaviour.
- The childminder's teaching is good and, occasionally, excellent. Children make good progress in all areas of learning with progress in their developing speaking skills being very good. The childminder follows children's progress in detail, which helps her to identify any gaps in their learning and address these in partnership with their parents.
- Parents contribute to helping the childminder establish their children's starting points in learning. The childminder provides practical ideas to help parents promote their children's progress and she seeks their views on how to improve the quality of provision.
- The childminder makes effective use of what she knows and observes about children's progress to provide challenging activities that are accurately assessed and matched to their needs. She quickly uses their interests and ideas to sustain their concentration during activities, helping to increase the opportunities available for learning.
- The childminder reflects on children's needs to help identify where her own practice can be enhanced to continually improve the quality of the provision. She updates the skills and knowledge gained from her qualifications and experience to help further promote children's well-being and progress.

It is not yet outstanding because:

- Opportunities are missed to develop children's listening skills to the same high standard as their speaking skills.
- The childminder does not use all opportunities to promote pre-school aged children's learning about shapes and numbers to the best possible extent.

What the setting needs to do to improve further

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

- make greater use of all opportunities to teach children how to take turns and listen to others
- provide the highest possible level of challenge when teaching pre-school children about shapes and numbers.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of the suitability of those living on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision, in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to identify and report any safeguarding concerns she may have about children. She manages risk effectively, minimising the likelihood of accidents as part of promoting children's well-being. The childminder reviews and maintains all required documents, records and qualifications that underpin good provision for children's welfare. She makes good use of training and regular opportunities to exchange information with other childminders, in order to add to her skills and knowledge. The childminder forms effective partnerships with other settings that children attend in addition to her own to help support continuity in their learning and well-being.

Quality of teaching, learning and assessment is good

Children explore a rich variety of materials provided by the childminder. They rapidly become absorbed in imaginative play when handling coloured gravel and plastic insects. They talk about their thoughts and ideas excitedly. The childminder effectively develops their play, pretending to feed the figures of caterpillars. She adds other relevant resources as she listens to their discussions. Children have interesting opportunities to learn about the natural world. They help to feed real caterpillars, then release the resulting butterflies. The childminder makes good use of what she knows about children's lives away from the setting to sustain their concentration and discussions during play. Children have many opportunities to make marks and use malleable materials like dough. They quickly develop the manipulative skills needed before learning to write. Children learn about others who are not in their immediate family to help them respect the similarities they have, along with any differences.

Personal development, behaviour and welfare are good

The childminder sets clear boundaries and rules to help children learn to manage their feelings and behaviour. She provides frequent opportunities for them to become confident through playing in larger groups of children, contributing towards them gaining the social skills needed for their next steps in learning. The childminder quickly makes good use of children's ideas during their play, showing them that their ideas are valued. Resources are accessible so that children can decide what to play with and find it without help, supporting their growing independence. Children take pride in completing small tasks, such as sweeping up or finding resources that are needed. They enjoy daily outdoor exercise and other activities which help them learn how to take reasonable, well-managed risks. The childminder teaches children to manage their own safety, helping them to achieve future independence. Children learn which foods contribute to a healthy diet and help to grow some of these.

Outcomes for children are good

Children learn the factors that contribute to a balanced lifestyle and how to maintain good personal hygiene. They quickly make progress towards gaining the key skills needed for their next steps in learning, including in readiness for school. Children learn independence and respect for others. They gain a positive awareness of diversity.

Setting details

Unique reference number	404017
Local authority	Bolton
Inspection number	855450
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 12
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	15 February 2010
Telephone number	

The childminder was registered in 2001 and lives in the Daubhill area of Bolton, Greater Manchester. The childminder operates all year round on weekdays, from 7.30am to 6pm, except for family holidays and bank holidays. The childminder holds a relevant childcare qualification at level 3.

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