

Childminder Report

Inspection date

29 March 2016

Previous inspection date

11 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Actions taken by the childminder since the last inspection have been effective. Children now have lots of opportunities to develop their literacy and mathematical skills. This helps to prepare them well with key skills for the future.
- The childminder monitors the progress that children are making regularly. All children make progress that is typical for their age and some exceed this.
- The childminder gathers a variety of information from parents when children first start at the setting. They discuss children's care routines, establish what the children can do and identify if they need any extra support. This helps the childminder to plan activities which are well suited to the children's individual needs.
- The childminder has created a stimulating and welcoming environment, both indoors and outdoors. Children are motivated to learn and confident to engage in a wide variety of interesting activities.
- The childminder builds warm relationships with children's parents. Parents are complimentary about the childminder and they are happy with the care and teaching that she provides.

It is not yet outstanding because:

- Partnerships with local settings are not yet fully established to enable sharing of information to support continuity in children's learning.
- The childminder keeps the parents well informed about the children's achievements. However, she does not fully support them to further enhance their children's learning at home.

What the setting needs to do to improve further

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

- strengthen partnerships with local settings that further support continuity in children's learning and raise outcomes to the highest level
- enhance the information shared with parents that help them to complement and extend children's learning at home.

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, training records and children's assessment files.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of child protection procedures. She understands why measures need to be in place to reduce the risk that mobile phones and cameras could pose towards the welfare of children. The childminder has addressed the recommendation from the previous inspection. She has accessed a course to improve her overall knowledge of the Early Years Foundation Stage. Children's individual progress is reviewed carefully each term. This information is well used to plan activities which help children to make good progress. The childminder evaluates the effectiveness of the setting and identifies priorities for further improvement. She regularly joins up with other childminders and they support each other through the sharing of good practice.

Quality of teaching, learning and assessment is good

The childminder supports the children to follow their own interests in play, while also skilfully encouraging them to engage in activities planned by her. One example of this is a child showing interest in the wooden animals on display. The childminder uses this as an opportunity to engage the children in a game about animal names and sounds. This promotes the children's communication and understanding as they repeat the animal noises and words and find the correct pictures in a matching game. Children enjoy exploring coloured rice with their fingers and a variety of tools. The childminder role models what to do and encourages the children to have a try. She searches for numbers in the rice and talks about the different sizes of the spoons and bowls. This helps to promote children's understanding of mathematical concepts. Amongst other things, parents complete a starting point sheet to detail their children's achievements, for example, in physical development. The childminder then plans activities using this information which helps to pitch the learning at the right level for each child.

Personal development, behaviour and welfare are good

Children benefit from a broad range of interesting experiences in the setting and wider community. Children have opportunities to ride bikes, balance across planks or use the slide and trampoline. This helps to promote their physical well-being. Children behave well and are praised for following rules and instructions. For example, while tidying a game away, the childminder passes individual pieces over and supports them to put each one back. She has developed close relationships with the children and is sensitive and caring in her approach. This helps children to feel safe and promotes their emotional well-being. The childminder works in partnership with parents to support children's care needs, for example, closely monitoring children's allergies. Children are happy to solve problems, for example, working out how to move the cars down the ramps on the garage.

Outcomes for children are good

All children make good progress from their starting points. They are working where they should be developmentally for their age and in some cases above. Children form close relationships and gain confidence to become successful learners.

Setting details

Unique reference number	312265
Local authority	Tameside
Inspection number	1036991
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	6
Name of provider	
Date of previous inspection	11 October 2012
Telephone number	

The childminder was registered in 1994 and lives in Stalybridge, Tameside. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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