

Childminder Report

Inspection date

1 April 2016

Previous inspection date

22 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not met	
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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder's care practices effectively promote children's well-being. Children are confident, happy and motivated. They demonstrate secure emotional attachments to the childminder, which contribute to promoting their learning.
- The childminder provides a wide range of interesting activities that reflects children's preferences and needs. This helps children to learn, while they relax and enjoy their time when not at school.
- The childminder is establishing links with other settings that children attend. She makes effective use of information sharing to help complement children's learning.
- The childminder makes good use of partnerships with parents in order to provide for their children's well-being and promote their ongoing involvement in their children's learning.
- The childminder regularly seeks parents' views in order to check that their children's needs are met and to support continuous improvement in practice. Children's views are frequently sought about activities to help further tailor them to their interests.
- The childminder works with other professionals successfully to help identify and address her training needs. She attends training to build on the skills and knowledge gained from her initial childminding course and subsequent experience.

It is not yet outstanding because:

- The childminder does not always give children enough time to think and form answers to questions before offering her own ideas. This does not enable children to further develop or consolidate their speaking and thinking skills at these times.
- Reflection on practice is not in the meticulous detail that contributes to outstanding quality of provision.

What the setting needs to do to improve further

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

- ensure that every opportunity is taken for children to extend and consolidate their speaking and thinking skills
- develop the precision of reflection when identifying areas for enhancing practice and bringing about continuous improvement in the already good quality of provision.

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 practice, in order to bring about continuous improvement.
- The inspector spoke to one parent 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 children are effective. The childminder has a secure understanding of how to manage any concerns she may have about children's welfare. All required records and documents are in place to meet statutory requirements. The childminder has a valid qualification in paediatric first aid to help manage any minor accidents to children correctly. She demonstrates a good understanding of how to minimise risks and reduce the likelihood of accidents. The childminder has successfully addressed all actions from the previous inspection, contributing to raising the quality of provision for children's welfare and learning. She has improved her knowledge of how to promote children's learning and development, as well as for implementing statutory assessments.

Quality of teaching, learning and assessment is good

The childminder monitors the activities offered and the learning environment. This contributes to a balanced educational programme that complements children's learning at school. The childminder assesses children's progress regularly to help provide levels of challenge that are well matched to their learning needs. Parents contribute information to help the childminder establish their children's starting points in learning and provide activities at the outset of care. Children enjoy learning how some foods are made through baking and cooking. They practise their measuring and counting skills during these activities, promoting their early learning in mathematics. Children have opportunities to decide if the mixture is ready to use and to develop their manipulative skills, while putting it into small cases. The childminder praises children for sustaining their involvement in the activity to promote their further concentration. She asks children about their activities and family away from the setting, developing their speaking skills through discussion of familiar topics.

Personal development, behaviour and welfare are good

Children use good manners and the childminder acts as an effective role model for this. Children learn to manage their feelings and behaviour. The childminder praises children's efforts and achievements, which contributes to their development of good self-esteem. Children are encouraged to contribute to small tasks so that they learn the satisfaction to be gained from being involved in the setting's organisation. Resources are accessible so that children can decide what to play with. Children learn about the factors that contribute to a healthy lifestyle. They help to prepare nutritious snacks and have daily access to a variety of outdoor activities. The childminder teaches children routines that support their good hygiene. Children learn how to stay safe on and off the premises, which contributes to them later being able to manage their own safety. They have good opportunities to learn to take small, well-managed risks during their outdoor play, while developing their coordination and strength. The childminder provides images and books to promote children's positive awareness of diversity, as well as activities linked to a variety of festivals and events. This supports children learning respect for others by understanding their similarities and any differences.

Setting details

Unique reference number	316253
Local authority	Rochdale
Inspection number	1004937
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 4
Total number of places	6
Number of children on roll	1
Name of provider	
Date of previous inspection	22 January 2015
Telephone number	

The childminder was registered in 2001 and lives in the Middleton area of Rochdale, Greater Manchester. During school term times, the childminder operates from 7am to 8.50am and from 3.20pm to 7pm on weekdays. During school holidays, bank holidays and at weekends, the childminder operates from 7am to 7pm. The childminding setting operates all year round, excluding family holidays and Christmas Day.

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