

# Childminder Report

**Inspection date**

21 April 2016

Previous inspection date

16 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 worked very hard to improve her practice since the last inspection. She has successfully addressed the actions and recommendations raised and enhanced many other aspects of her practice.
- The quality of teaching is good. The wide variety of freely accessible toys, enhanced by regular outings and group activity sessions, contributes to children being motivated and enthusiastic learners. Children of all ages develop a good range of skills and attitudes that prepares them well for future learning and eventually school.
- Children develop close emotional attachments with the childminder, who is extremely sensitive and caring. They demonstrate that they feel safe and secure in the childminder's care as they settle quickly and engage in play. This contributes to children's confidence and their good achievement.
- Children have daily access to local places of interest and parks to enjoy regular fresh air and exercise. The provision of quiet, cosy areas within the indoor environment gives children opportunities to rest and relax. This helps to successfully promote children's physical and emotional well-being.
- The childminder consistently reflects on her practice and demonstrates a strong commitment to promoting a high-quality provision. She identifies her training needs well and attends relevant courses to improve the quality of her teaching and learning outcomes for children.

**It is not yet outstanding because:**

- There are fewer opportunities for children to learn about the similarities and differences between people and communities during self-chosen play.
- Occasionally, creative activities are too adult-led and focus on an end product rather than the process itself.

## What the setting needs to do to improve further

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

- provide an extensive range of opportunities for children to learn about the similarities between people and communities during self-chosen activities to further enhance their knowledge of the wider world
- extend opportunities for children to express their own thoughts and ideas to further develop their creativity and imagination.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and talked to children at appropriate times throughout the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as, a sample of policies and procedures, children's learning records and evidence of the suitability and qualifications of the childminder.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder risk assesses the environment and outings and provides consistent routines, which help children learn how to keep themselves safe. She has a secure knowledge of the signs and symptoms of abuse and neglect, who to contact and what to do in the event of a child protection concern. Partnerships with parents are strong. The childminder keeps a close check on how well children are doing in their learning and shares this with parents. This helps her to identify any gaps in children's learning and through consultation with parents, involve external professionals, if necessary. Parents are encouraged to contribute to assessments and to support children's learning at home.

### Quality of teaching, learning and assessment is good

The childminder has a very good knowledge and understanding of child development and the individual learning needs of children she cares for. She effectively follows children's interests and takes account of accurate, continuous assessment in order to plan challenging activities to help them make good progress. Children particularly enjoy exploring different textures and materials, which help to develop their natural sense of curiosity. For example, during a play dough activity, children are fascinated and excited as they discover that they can make footprints with dinosaurs. This prompts them to look for different objects that they can use to make patterns in the dough. Children are delighted as they show the childminder lines that they have made with plastic bottles and shapes that they have created with their fingers, elbows and chin. The childminder is always nearby to offer support and makes good use of opportunities to repeat children's language and introduce new words. This contributes to the good progress children make in their communication and language skills.

### Personal development, behaviour and welfare are good

Children are happy and well settled in the childminder's home. They greet the childminder warmly and are eager to explore the wide range of toys and activities available. The childminder helps children to learn to persevere with tasks and maintain concentration. She is a good role model and provides clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately, take turns and share resources. The childminder ensures that children's physical and emotional needs are consistently met in order to effectively promote their self-esteem and welfare.

### Outcomes for children are good

All children make consistently good progress, including those whose starting points are below expected levels of development. Children are enthusiastic, motivated learners who are developing the key skills they need for the next stage in their development or school. They demonstrate high levels of independence as they manage their own personal care needs. Children are kind and caring towards each other and show a mature understanding in respecting the needs of others. They develop a good understanding of how to keep themselves safe and healthy and how to manage risks responsibly.

## Setting details

<b>Unique reference number</b>	EY453751
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1033268
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	16 November 2015
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in the Failsworth area of Oldham. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and personal holidays. The childminder holds an appropriate early years qualification at level 3.

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