

# Childminder Report

**Inspection date**

18 May 2016

Previous inspection date

21 February 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 quality of teaching is consistently high. The well-qualified childminder is confident in her teaching and skilfully interacts with children during activities. This helps children to become motivated learners who make good progress in their development.
- Children are happy and settled with the childminder. They form secure attachments and positive relationships, which effectively promotes their emotional well-being.
- The childminder successfully implements a range of policies and procedures and assesses risks in the environment. This helps to keep children safe.
- The childminder supports children to share the toys and take turns. She regularly praises the children to reinforce their positive actions, which fosters their self-esteem. The childminder effectively encourages good manners and children learn to behave well.
- The childminder collects detailed information from parents about children's particular interests and their stages of development during the settling-in period. This enables her to plan appropriate activities which meet children's individual needs.

### It is not yet outstanding because:

- The childminder's professional development is not rigorous enough to enhance the good quality care and learning provided, so that children make the best possible progress.
- Although self-evaluation is in place, the childminder does not effectively include the views of parents to improve the quality of provision.
- The childminder has not explored different methods to help support parents to extend 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:

- establish an effective and ongoing programme of professional development to strengthen the quality of the provision even further
- include and act upon the views of parents more effectively in the setting's evaluation process
- explore more ways to share information with parents to help them further support their children's learning at home.

### Inspection activities

- The inspector viewed areas of the childminder's home used for childminding.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector looked at policies, children's personal learning profiles and a range of other documentation, including evidence of qualifications and suitability of household members.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.
- The inspector took into account the written views of parents.

### Inspector

Kerry Holder

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has attended safeguarding training and knows the procedure to follow if she has concerns about a child. She has a good understanding of working in partnership with other professionals or external agencies. The childminder attends local groups with children and has regular contact with other childminders in the local area, which enables her to share ideas and discuss best practice. She reviews her provision to help her identify and make improvements that have a positive impact on children's learning and outcomes.

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

The childminder participates well in children's play, joining in with their activities and allowing children to take the lead. Communication and language development is supported well as the childminder consistently talks and listens to the children. She repeats words to help young children make connections between spoken language and objects of play. The childminder makes good use of questions to promote children's thinking skills. She uses varied opportunities to successfully support children's mathematical skills. For example, use of appropriate language helps to improve children's awareness of size and measure as they explore a creative activity. The children are developing their early reading skills as the childminder engages them in stories. There is a close and caring interaction with children during story time, which contributes towards children feeling confident and happy. The childminder completes observations and assessments of the children and effectively evaluates and monitors individual progress. She uses this information to develop future planning and identify the children's next steps in learning.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming environment where children feel settled and secure. A good range of activities and experiences are available to stimulate and challenge children, which help to promote their learning and development well. The childminder encourages children to tidy up some of their toys. This helps them to understand about keeping the environment safe. Children enjoy a range of outings that further complement their learning. For example, they regularly visit local playgroups and parks. These outings successfully promote children's understanding of the world and their physical development. Children take part in a varied range of festivals throughout the year, which helps them to recognise and value differences in themselves and others. The childminder promotes children's growing independence. For example, she encourages children to try solving problems for themselves, before she gives them assistance. Children learn about keeping healthy through daily routines, such as washing their hands before they eat.

### Outcomes for children are good

Children demonstrate a sense of belonging, as they eagerly explore resources available. They are becoming increasingly motivated in organising their play. Children develop their confidence and the key skills needed for the next stage in their learning at nursery or school.

## Setting details

<b>Unique reference number</b>	316072
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	847693
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 February 2012
<b>Telephone number</b>	

The childminder was registered in 1990 and lives in the Firgrove area of Rochdale. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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