

Childminder Report

Inspection date	20 May 2016
Previous inspection date	30 July 2012

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

- Care practices support children's physical and emotional well-being effectively. Children show secure emotional attachments to the childminder and the assistant. The childminder teaches children to use good manners from the earliest opportunity.
- Children make good progress from their starting points. Any gaps in learning are quickly narrowed due to effective teaching. The childminder follows children's progress in detail and frequently exchanges information with the assistant to help assess this accurately.
- The childminder makes effective use of what she knows about children's progress to provide activities that are challenging and which extend their learning. The learning environment is stimulating and children explore it readily. The childminder praises children's efforts and successes to help further motivate them in their learning.
- Parents help the childminder to establish their children's starting points in learning. The childminder offers ideas to help parents promote their children's progress. She seeks their views about how to improve the quality of provision and provides them with regular updates about their children's progress.
- The childminder updates the skills and knowledge gained from her qualifications and experience to help further promote children's well-being and progress. She provides the assistant with the skills needed to help promote children's well-being and learning effectively.

It is not yet outstanding because:

- The childminder does not fully make the maximum use of what she knows about the ways that individual children learn best to enhance their concentration skills.
- Reflection on practice is not yet meticulous enough to lead to an 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:

- enhance the ways in which children are helped to improve their concentration and extend the use of their strengths and preferred ways of learning
- sharpen the detail for reflecting on practice and further raise the 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 checks on the suitability of those living or working 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 and the assistant have a comprehensive knowledge of how to identify and report safeguarding concerns about children. Risk is managed effectively, minimising the likelihood of accidents and promoting children's well-being. The childminder reviews and maintains all required documents, records and qualifications that contribute to underpinning the good provision for children's welfare. Both the childminder and the assistant have qualifications in paediatric first aid. The childminder maintains effective partnerships with other settings to help promote continuity of children's progress and well-being.

Quality of teaching, learning and assessment is good

Children enjoy exploring a wide range of materials with different textures, colours and sounds. They scoop and mould damp sand, pour water and delight in catching and popping bubbles. The childminder and the assistant make effective use of children's exploration of these materials to help extend their speaking skills. They emphasise new words to children, introducing numbers and colour names. Children enjoy using glue and practise their manipulative skills by making collages with shiny pieces of paper. The childminder allows children plenty of time to explore the feeling of the glue on their hands and talks to them about how this feels. Children have good opportunities to develop the manipulative skills that later help when learning to hold pens and write. They enjoy listening to songs, participating in the actions and using simple percussion instruments to explore sounds and rhythms. Children are encouraged from an early stage to respect others and any differences they may have, as well as to recognise their similarities.

Personal development, behaviour and welfare are good

The childminder works effectively with parents to help them seek any additional support to promote their children's progress. She provides parents with detailed, daily updates about activities which children have enjoyed. The childminder encourages children to be independent. They serve themselves fruit snacks and find their own water beakers. Babies are praised for their efforts to use spoons to feed themselves. Children show an early interest in helping others by finding the coat of another child. The childminder praises their kindness and interactions, motivating children to use good social skills. She provides foods which contribute towards maintaining a healthy lifestyle and babies and very young children enjoy these. Children also help to grow and prepare some fruits and vegetables, enhancing their learning about where these come from. The childminder provides plenty of opportunities and space for children to run, pedal and climb outside. They develop their coordination and strength, as well as an enjoyment of exercise.

Outcomes for children are good

Children make good progress towards their next steps in learning, including the skills and attributes needed in readiness for school. They learn effective hygiene routines and develop independence. Children learn to take turns and share resources.

Setting details

Unique reference number	501590
Local authority	Oldham
Inspection number	1042369
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	12
Number of children on roll	5
Name of registered person	
Date of previous inspection	30 July 2012
Telephone number	

The childminder was registered in 2000 and lives in the Chadderton area of Oldham, Greater Manchester. The childminder operates from 7.30am to 5pm, on weekdays all year round, excluding family holidays and bank holidays. The childminder is qualified at level 3 in childcare and employs an unqualified assistant who works part-time.

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