

# Childminder Report

## Inspection date

6 June 2016

Previous inspection date

12 October 2011

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

- The childminder makes good use of her training and experience to provide children with good quality care and learning. Her interactions with children are warm and positive. This helps the children develop a positive attitude to learning new skills and helps prepare them for their future learning.
- The childminder makes regular, detailed checks on children's progress, so that any emerging gaps are identified and addressed at the earliest opportunity. Therefore, outcomes for children are good.
- The children have very strong relationships with each other and the childminder. They genuinely enjoy spending time together, playing, learning and having lots of fun.
- Partnerships with parents are in place. Parents are involved in their child's learning and are given ideas for activities to do at home.
- The childminder is a good role model. She has clear expectations of children's behaviour and gives age-appropriate guidance and support when needed. Children learn to behave well and display good manners.
- Children's good health is successfully promoted. Children learn about making healthy lifestyle choices and thoroughly enjoy the daily walk to the fruit and vegetable van to select from the array of fresh fruits.

### It is not yet outstanding because:

- Partnerships with other early years settings children attend are not fully established in order to promote a more shared approach to meeting children's individual needs.
- Although the childminder reflects on her daily practice and seeks the views of parents, she does not always use this information to identify specific priorities to drive her practice to an outstanding level.

## What the setting needs to do to improve further

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

- enhance arrangements to exchange information about children's care and learning with other providers to help develop even greater consistency for children
- reflect further on the setting's strengths and weaknesses, in order to identify new priorities for improvement and raise the quality of the setting to the highest level.

### Inspection activities

- The inspector observed the childminder engaging with children in a range of learning activities and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector and childminder discussed an activity the children were involved in.
- The inspector viewed a range of policies including risk assessments and safeguarding procedures.
- The inspector spoke to the childminder and children at appropriate times during the inspection, and took account of the views of parents from written information.
- The inspector checked evidence of the childminder's training and the suitability of other household members.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder makes good use of supportive guidance documents and her policies and procedures to ensure every child receives good quality care and learning. The childminder has kept her early years foundation stage knowledge up to date, which has helped her sustain a good level of practice. Safeguarding is effective. The childminder is confident about the action to take to safeguard and protect children and keep them safe. She completes regular risk assessments of her home and any outdoor adventures she takes children on. This helps to keep children safe. The childminder has addressed the action and recommendations raised at her last inspection. The childminder now maintains all required documentation well and they are readily available. She has a clear policy regarding the procedure she would follow if a child was not collected. The views of parents are sought on the evaluation of the childminder's provision.

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

The childminder is aware of individual children's stages of development. She plays alongside children and talks to them during play and daily routines. The childminder incorporates what children need to learn next into a range of challenging activities. This helps to secure the good progress children make in their learning. She engages children in meaningful conversations and asks age-appropriate questions about their play. This helps to develop their vocabulary and communication skills. Children are active learners. They enjoy selecting toys and resources independently. Children enjoy dressing up and acting out scenes from a well-known storybook. Children delight in taking part in creative activities. They use tools for a purpose as they paint their artistic creations. The childminder makes use of community facilities to complement the learning that takes place in her home.

### Personal development, behaviour and welfare are good

The childminder recognises children's different personalities, interests and capabilities and successfully meets their different needs. Children show strong independence and self-help skills. They persevere when putting on their own shoes and take great pride when they achieve their personal goal. Children are encouraged to help tidy away resources, which fosters their sense of responsibility and cooperation. The childminder has invested in developing her garden, so children can play in a safe and welcoming space at a time that suits them. Children have opportunities to be physically active as they play in the garden and visit places within the community.

### Outcomes for children are good

Children are praised for trying their very best. This helps to build children's self-esteem and become confident learners who make good progress in their development. Gaps in children's learning are highlighted and speedily addressed. This helps to sustain the good level of progress made. Children are acquiring the key skills they need for their future learning, including the move to school.

## Setting details

<b>Unique reference number</b>	505088
<b>Local authority</b>	Oldham
<b>Inspection number</b>	872318
<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>	3 - 10
<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>	12 October 2011
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in Coppice, near Oldham. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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