

# Childminder Report

**Inspection date**

9 August 2016

Previous inspection date

7 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 focused her professional development on improving the quality of her setting and practice. Since her last inspection, she has completed a recognised early years qualification at level 3. This has helped to contribute to improved outcomes for children.
- The childminder uses a range of strategies to help promote children's communication and language development. Children enjoy taking part in story and rhyme time. They demonstrate good progress in their listening and speaking skills.
- The childminder plans a variety of outings within the local community. She teaches children about the wider world around them. Children learn about people and communities beyond their immediate experience. They are naturally curious and inquisitive.
- Children are happy and settled. They have built secure attachments to the childminder and enjoy spending time with her. They show a strong sense of belonging.

### It is not yet outstanding because:

- Occasionally, the childminder does not provide children with opportunities to complete age-appropriate personal tasks for themselves to help fully maximise their independence.
- The environment, although richly resourced, is not organised in the most effective way. The childminder does not fully encourage children to tidy away resources they have finished with to help maximise the space available to them.

## What the setting needs to do to improve further

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

- engage children in completing age-appropriate personal tasks more consistently for themselves to help further promote their independence
- extend children's understanding of ways to make the best use of toys, resources and space to enrich their learning experiences.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, the childminder's self-evaluation and evidence of the suitability of the childminder and other household members.
- The inspector took account of the views of parents as recorded in recent cards, letters and written parental questionnaires.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands her responsibility to keep children safe from harm. She makes parents aware of her duty of care through her clear and concise policies and procedures. She keeps a good range of documentation to help in the effective management of her setting. She reviews her provision regularly to help identify areas for ongoing improvements. She works closely with other childminders, the local authority and attends network meetings to help ensure her knowledge is up to date. The actions and recommendation raised at the previous inspection have been fully addressed. For example, she has improved the system for administering non-prescription medication in order to help protect the health and safety of children.

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

The qualified childminder spends time getting to know children and their family before they start. She observes children to assess their level of development and plans an exciting range of interesting and purposeful activities to support their future learning. She meets children's learning needs well and encourages them to lead their own learning. For example, when children indicate they would like to learn to use scissors, she inspires them to snip paper and play dough. The childminder promotes children's literacy well. She encourages children to recognise and give meaning to the various marks they make in the play dough. Children thrive and enjoy exploring. They particularly enjoy role play activities and play well together to create stories around various props. The childminder successfully promotes children's learning at home. She works closely with parents and shares information about children's learning.

### Personal development, behaviour and welfare are good

Children are cared for in a warm, caring and safe environment. Secure settling-in arrangements reassure children and enable the childminder and parents to exchange information about each child's care and learning needs. The designated playroom is bright and interesting to children. There is a wide range of activities both indoors and outdoors for children to freely choose from. For example, the childminder provides good opportunities for physical play and active games outdoors. Children use climbing equipment and practise balancing, jumping, climbing and sliding with enthusiasm. The childminder is a good role model and has a calm and consistent approach to managing children's behaviour. Children are learning how to take turns and show good control over their behaviour and emotions.

### Outcomes for children are good

Children are making good progress in all areas of their learning. The childminder monitors children's progress carefully. She is able to swiftly identify any gaps in their learning and provide specific targets for each child. This helps to support them to make the best possible progress. Children are motivated and eager to explore and learn. They show high levels of curiosity and imagination. Children are developing the necessary skills for their future learning, including their move to school.

## Setting details

<b>Unique reference number</b>	EY467190
<b>Local authority</b>	Stockport
<b>Inspection number</b>	1043754
<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>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 April 2014
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in Stockport, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a recognised early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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