

Childminder Report

Inspection date

15 August 2016

Previous inspection date

24 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 extremely 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 childminder has welcomed and acted on the advice, guidance and support she has received from the local authority early years team.
- The quality of teaching is good. The wide variety of interesting and freely accessible toys, both indoors and outdoors, contributes to children being motivated and enthusiastic learners. Children make good progress and generally develop a wide range of skills and attitudes that helps prepare them well for 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.
- 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:

- The childminder does not yet provide a wide range of opportunities for children to learn about rhyming words or to link sounds to letters.
- There are fewer opportunities for children to learn about the similarities and differences between people and communities during self-chosen activities.

What the setting needs to do to improve further

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

- provide children with a wider range of opportunities to link sounds to letters and learn about rhyming words to enhance their already good literacy skills
- extend the range of opportunities for children to learn about the similarities between people and communities during self-chosen activities, in order to further extend their knowledge of the wider world.

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 talked to the childminder and children throughout the inspection.
- The inspector evaluated an adult-led activity with the childminder.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, a sample of policies and procedures and evidence of the suitability of the childminder and other adults living and working on the premises.
- 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

The arrangements for safeguarding are effective. The childminder has a secure understanding of the different types of abuse and signs and symptoms that could indicate a child protection concern. The childminder oversees the educational programme and ensures it is effective so that children have access to a broad range of activities and experiences that promotes all areas of learning. She successfully monitors observations and assessments and carefully tracks children's development, ensuring that they continue to make good progress. This enables her to quickly identify gaps in children's learning and plan appropriate activities to support their learning further. The childminder works closely with parents and has good relationships with other early years providers. Effective information sharing provides children with consistency and continuity of care and learning.

Quality of teaching, learning and assessment is good

The childminder has an excellent understanding of how to capture children's interest and imagination. She provides them with an extensive range of materials to investigate and explore. For example, children have a wonderful time as they explore the texture of shaving foam with their fingers hands and arms. The childminder is particularly skilled at helping children to develop good communication and language skills. For instance, she asks them questions that make them think, such as, 'How can we change the colour of the shaving foam?' and, 'Which animal has four legs, a long tongue and a tail?' The childminder teaches children new words to help further extend their vocabulary. Children demonstrate their understanding of what they have learnt. For example, they explain that the lion is a carnivore, which means it eats meat, the brachiosaurus is a herbivore, which means it eats plants and an omnivore eats meat and plants. They confidently talk about the life cycle of a frog. Children say, 'First it is frogspawn, then it grows into a tadpole, then the tadpole gets legs, which is called a froglet, then it is a frog'. This helps children to make sense of the world around them.

Personal development, behaviour and welfare are good

Children are warmly welcomed into this homely and nurturing environment. This helps children to develop a strong sense of emotional security and to develop confidence when faced with new situations. Children thoroughly enjoy playing and exploring in the outdoor environment. This is extremely well resourced and provides children with numerous opportunities to be physically active and explore using all their senses. The childminder provides children with clear, age-appropriate and consistent behavioural expectations. Children's behaviour is good. There are established routines, such as helping to tidy up, which effectively promote children's sense of responsibility and self-care skills.

Outcomes for children are good

All children make consistently good progress in relation to their starting points. Overall, they develop a wide range of skills that prepares them well for their next stage in learning, including starting school. Children demonstrate high levels of independence as they manage their own personal care needs. They are kind and caring towards each other and show a mature understanding of respecting the needs of others.

Setting details

Unique reference number	312150
Local authority	Tameside
Inspection number	1041722
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 10
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	24 February 2016
Telephone number	

The childminder was registered in 1996 and lives in Audenshaw, Tameside. She operates all year round from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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