

Childminder Report

Inspection date

7 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 promote children's emotional and physical well-being effectively. The childminder demonstrates effective skills for managing children's behaviour. Children behave well and form friendships, as they develop their communication skills.
- The childminder demonstrates effective teaching skills and provides levels of challenge that promote children's good progress. She makes good use of detailed assessments of their learning to help plan what they need to learn next.
- The childminder quickly identifies where additional professional advice may be helpful to promote children's further progress. She has a secure understanding of how working in partnership with other settings and professionals promotes continuity of children's progress and well-being.
- Parents contribute to initial assessments of their children's learning and are encouraged to offer information about progress and experiences away from the setting afterwards. The childminder provides frequent updates about their children's progress and practical ideas to help parents promote children's learning at home.
- The childminder has a highly positive approach to developing her skills and knowledge further, to benefit children. She frequently undertakes professional development and reviews the impact of the changes she makes to her practice with her co-childminder, to help enhance the quality of provision.

It is not yet outstanding because:

- The childminder does not make the best possible use of all opportunities to develop the independence skills of pre-school age children.
- The childminder does not reflect on all areas of her practice in the exceptional detail that promotes 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:

- build on the existing good opportunities for older children to further develop their independence skills
- refine the precision with which practice is reflected on and bring about further improvements to the existing good quality 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 in 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. The inspector 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 has a secure understanding of how to report any concerns she may have regarding children's welfare. She regularly reviews all aspects of her provision, including the safeguarding policy and practice to check that these meet statutory requirements. The childminder has effective systems in place to help manage the part-time assistant, including to make robust checks on her continuing suitability to work with children. She seeks the views of parents, children and other professionals, as well as of her co-childminder, to help bring about continuous improvement for children's well-being and progress. For example, children's views are used to help decide on new resources to be acquired.

Quality of teaching, learning and assessment is good

Children enjoy showing their good recall skills by working out which items have been removed from a group of objects. The childminder demonstrates effective practice when encouraging children to decide if they can complete a task independently, promoting their use of critical-thinking skills. Children have many opportunities to practise using numbers and learn the quantities that match these. The childminder shows effective skills when adapting activities and interactions to the individual learning needs of children. Babies enjoy exploring textured stampers and how they can use the paint on their fingers to make marks. Older children develop their creativity and manipulative skills by using brushes to paint plastic figures of animals. The childminder uses the opportunity to check their knowledge of colours, as well as to teach the names of animals to children who are learning to speak. She uses a range of ways to spark children's interest in other communities and countries. Children develop an awareness of diversity, such as by learning about festivals celebrated by others not in their immediate family or experience.

Personal development, behaviour and welfare are good

The childminder makes effective use of routines to help develop babies' communication skills. She encourages them to choose toys as a distraction at nappy changes and talks to them, developing their listening skills. Children enjoy a range of opportunities to take small, well-managed risks and develop their strength and coordination. They delight in taking turns to use the trampoline and to pedal on wheeled toys. Resources indoors and outside are accessible so that children can make choices about what to play with. Children's ideas are taken into account for providing new resources, contributing to their good self-esteem, as they recognise that their views are important to the childminder. The childminder uses simple rules to help children learn to respect boundaries and act safely. They learn to take turns during games and when sharing resources.

Outcomes for children are good

Children make good progress towards readiness for school, including children who speak English as an additional language. They are highly confident and learn respect for others, including using good manners. Children are motivated to explore and learn. They learn self-care skills along with the importance of healthy food choices and exercise in a balanced lifestyle.

Setting details

Unique reference number	EY480050
Local authority	Bury
Inspection number	987562
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 7
Total number of places	6
Number of children on roll	10
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 to work in the home of another registered childminder, who lives in the Prestwich area of Bury, Greater Manchester. The childminder operates from 7am to 6pm on weekdays all year round, excluding personal holidays and bank holidays. She has a childcare qualification at level 3 and works with a part time, unqualified assistant, as well as a co-childminder. The childminder supports children who speak English as an additional language.

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