

# Childminder Report

**Inspection date**

26 September 2016

Previous inspection date

15 June 2015

<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 completed both of the actions raised at her last inspection. She demonstrates a desire to improve the quality of her provision and has attended training to enhance her knowledge. This has a positive impact on children's welfare and their learning.
- The childminder monitors children's learning and plans next steps for their development. She provides a broad range of activities that children enjoy and which are built around their interests. The quality of teaching is good.
- Children share very warm supportive relationships with the childminder. They are emotionally secure and demonstrate that they are happy and settled. The childminder is a positive role model. She offers encouragement to support children's self-confidence and responds sensitively to their individual needs.
- Parents are encouraged to share information about what children can already do to help establish starting points for learning. The childminder also seeks the views of parents to help evaluate the quality of her provision.
- The childminder plans complementary learning activities for children who attend other settings. This helps to provide continuity in their development.

### It is not yet outstanding because:

- Opportunities for babies to explore freely and make choices about their play in the outdoor environment are not fully established.
- Opportunities for children to respect and celebrate each other's differences and gain an understanding about the lives of others are not maximised.

## What the setting needs to do to improve further

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

- enhance opportunities for babies to explore freely and make independent choices about their play in the outdoor environment
- extend children's understanding of other people and of communities beyond their own family experiences.

### Inspection activities

- The inspector had a tour of the premises used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder throughout the inspection. She also talked to a parent to gather their views regarding the quality of the provision.
- The inspector looked at a selection of documentation, including assessments of children's learning, planning, safeguarding procedures, training records and the childminder's self-evaluation.
- The inspector considered suitability checks carried out for all adults within the home.
- The inspector took into account the written views of parents.

### Inspector

Kate Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has recently attended safeguarding training. She has a secure knowledge of possible signs and symptoms of abuse. The childminder understands the correct procedures to follow to support children's welfare. She uses effective risk assessments to maintain a safe environment. The childminder monitors children's learning and shares the information regularly with parents. This helps them to know whether children's learning is developmentally appropriate. The childminder understands the importance of closing gaps in individual development. She knows how to gain additional support for children, when required, to help promote their learning. The childminder shares her range of policies and procedures with parents. Their comments are very positive about the quality of the provision. The childminder's self-evaluation highlights areas for development that are realistic and meaningful.

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

The childminder makes regular observations and assessments of children's development. She builds on prior learning and works in partnership with parents to provide continuity for children. The childminder supports children's communication and language development well. For example, she sings familiar rhymes and models new words to support their vocabulary and understanding. Older children match numerals to quantities of objects, helping to foster their mathematical development. The childminder encourages children to think about the starting sounds of words and to write the initial letter. This contributes towards supporting their literacy skills. The childminder provides a range of experiences, overall, that helps to promote babies' sensory development. For example, they explore the different textures on pages of a storybook as the childminder reads to them. Babies follow their own ideas as they manipulate mounds of multicoloured confetti.

### Personal development, behaviour and welfare are good

The childminder promotes children's self-help skills well. For example, babies are encouraged to try and feed themselves. The childminder respects children's home routines, which supports continuity of care. Babies show that they feel safe and are gaining a sense of belonging. For example, they willingly cuddle into the arms of the childminder and use their emerging self-confidence to become independent learners. The childminder promotes positive behaviour and uses praise and encouragement to boost children's self-esteem. Children exercise daily in the fresh air which, generally, helps to support their good health and their physical development. They learn to take appropriate risk in their play. For example, children bounce on the trampoline and climb on equipment at the local park. The childminder takes children to local playgroups, helping them to mix with others. This contributes towards supporting their social skills.

### Outcomes for children are good

Children are motivated to learn. They are becoming confident in their abilities. All children are making good progress in their learning, including those who speak English as an additional language. The childminder is helping children to acquire the necessary skills to support their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	311936
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1051091
<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 - 11
<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>	15 June 2015
<b>Telephone number</b>	

The childminder was registered in 1995 and lives in Droylsden. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language.

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