

Childminder Report

Inspection date	30 September 2016
Previous inspection date	12 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Leadership and management is effective. There have been multiple improvements put into place since the last inspection. The childminder has identified key areas she would like to develop in the future.
- The childminder has a thorough understanding of the early years foundation stage. High-quality teaching strategies support children to make good progress from their individual starting points.
- Children have formed positive attachments with the childminder and are very settled and happy. The childminder promotes positive behaviour by setting good examples to children and praising their achievements. Children's behaviour is good.
- Positive partnerships are in place with parents and information is regularly exchanged about children's needs. Parents contribute information about their child on entry which supports the childminder in identifying children's starting points.
- Children have the opportunity to learn about the wider world, for example through regular outings to local groups and walks in the local environment.

It is not yet outstanding because:

- The childminder does not always provide children with sufficient opportunities to communicate their ideas and formulate responses to questions.
- Detailed information about children's stage of development is not always shared with teachers, in order to support children further as they prepare for school.

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 sufficient time to think about their responses and communicate their ideas
- enhance the information shared with teachers about children's stage of development so that children's needs can be even better supported as they make the move to school.

Inspection activities

- The inspector observed the quality of teaching throughout the inspection and undertook a joint observation with the childminder.
- The inspector spoke with children and the childminder at appropriate times during the inspection. The inspector also spoke to a small number of parents during the inspection and took account of their views.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector checked evidence of training, the suitability of the childminder and all other adults living in the household.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands the action to take should she be concerned about a child's welfare and keeps abreast of safeguarding changes through attending regular update meetings. She completes safety checks each day to help ensure the environment is safe for children. The childminder has made improvements since the last inspection. For example, the way she assesses children's progress has developed, so that she can help support children's individual needs even further. The childminder tracks children's progress to identify any gaps in their learning. She then uses a range of strategies and interventions to offer individual support. The childminder attends regular training opportunities and is part of a group for childminders which meet on a regular basis to share good practice. The childminder regularly evaluates her practice and the service she provides.

Quality of teaching, learning and assessment is good

The childminder observes children as they play to assess their developmental stage. She plans activities which support children as they work towards the next steps in their learning. Activities interest children in learning and support their stage of development. For example, children explore different mathematical concepts as they play with dried rice and different containers. The childminder initiates discussions based on identifying different size containers and exploring capacity, such as full and empty. She encourages children and prompts them to recap on their prior learning. One of the ways she does this is by using a range of props after reading a familiar story, so children can act out events within the story. The childminder shares information with parents on a daily basis through sending photographs of their children at play and through daily discussion.

Personal development, behaviour and welfare are good

The childminder offers a homely environment. Children are very settled and happy in her care. The childminder is a positive role model and has high expectations for children. For example, she teaches children about taking turns and sharing resources. The childminder has a strong understanding of children's needs and interests through regularly liaising with parents. She is very keen to offer a consistency of care and offers reassurance if children become unsettled, so that children feel safe and secure. Children begin to learn about healthy lifestyles through a variety of ways. For example, children are provided with home-made meals, incorporating fresh ingredients and healthy options.

Outcomes for children are good

All children are progressing well in all areas of learning. Planned activities provide children with appropriate support in relation to their age and stage of development. Children are active learners who choose resources, make their needs known and initiate their own play. Independence skills are promoted and children have the opportunity to build on key skills, such as developing confidence and developing their communication and language skills. Children are well prepared with the key skills they will need for the next stage in their learning, including the move on to school.

Setting details

Unique reference number	EY358856
Local authority	Oldham
Inspection number	1043325
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	12 September 2013
Telephone number	

The childminder was registered in 2008 and lives in Oldham. She operates all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate 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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