

# Childminder Report

**Inspection date**

5 October 2016

Previous inspection date

30 March 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 addressed the recommendations for improvement from the previous inspection. For example, she now promotes good hygiene practices to help support children's health and well-being.
- Systems to support planning and assessment are now generally more robust and clearly identify what children need to learn next. Children make good progress from their starting points and are working above expectations for their age overall.
- The childminder supports children's communication and mathematical thinking effectively during activities. This helps them to learn vital skills in readiness for school.
- Children behave well. They are interested to learn and show excellent concentration during activities. Their achievements are consistently praised and celebrated, which helps to support their self-esteem and emotional well-being.
- The childminder works closely with other professionals. For example, sharing information with teachers about children's development when they are ready to move on to school.

### It is not yet outstanding because:

- The childminder does not fully support parents to contribute their own information to children's ongoing learning and assessment or to further enhance their children's learning at home.
- The childminder does not use information about the setting's strengths and weaknesses to identify new priorities for future improvements.

## What the setting needs to do to improve further

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

- offer parents more opportunities to contribute their own information to children's ongoing learning and assessment, and enhance the information shared with parents to complement and extend their child's learning at home
- reflect further on the setting's strengths and weaknesses and identify and address new priorities for improvement in order to raise the quality of the setting to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and had discussions at appropriate times throughout the inspection.
- The inspector looked at a range of documents, including children's individual files, planning and assessment information and policies and procedures.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder demonstrates a good knowledge of child protection issues. She understands what action to take if concerned about the welfare of a child in her care. She checks the setting daily and removes any potential hazards to help keep children as safe from harm as possible. The childminder has worked closely with the local authority adviser to target improvements identified at the last inspection. For example, she now consistently monitors the progress that children are making at regular intervals. This helps her to notice any gaps in their learning. It also helps her offer appropriate challenge for children who are exceeding expectations for their age. The childminder accesses some professional development opportunities. This helps to keep her knowledge up to date with recent changes in early years policy and practice.

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

The childminder records detailed observations and photographs of children's development. She uses this information well to plan activities to support what they need to learn next using their current interests. The childminder sensitively supports the children's ideas and offers suggestions to further their learning. For example, while exploring paint the children realise baby wipes can be used to make different patterns on the paper. The childminder then finds a selection of different objects, such as a sponge, for the children to test out new ideas. She utilises opportunities to develop the children's knowledge of shapes, numbers and colours. One example of this is singing number rhymes with props to further their understanding. Parents are kept informed about their children's progress through daily discussions and written summaries of learning.

### Personal development, behaviour and welfare are good

The childminder has created a stimulating and welcoming environment with lots of challenging activities. For example, children persevere to fix magnetic pieces together and sort different objects by colour using pincers. They choose from a wide range of resources and follow their own interests in play. Children are given time to attempt to do things by themselves. For example, hanging up their paintings using pegs on the washing line outdoors. This helps to foster their growing independence. Children enjoy playing in the garden and going for walks in their local area. They talk about healthy foods to eat and make healthy choices at snack time. This helps to promote their physical well-being. Children are supported sensitively during care routines, for example, being encouraged and praised while learning to use the toilet.

### Outcomes for children are good

Children are confident and interested learners. They show excellent concentration for their age during activities. They use their creative and critical-thinking skills well to test out new ideas. They develop good physical skills, for example, showing good control when threading objects onto a shoelace. They are imaginative and enjoy being different characters while they dress up in costumes. They develop good language and communication skills. This helps to build a strong foundation for future learning and prepare them in readiness for school.

## Setting details

<b>Unique reference number</b>	316118
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1050918
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 March 2015
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Castleton, Rochdale. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

