

# Childminder Report

**Inspection date**

19 October 2016

Previous inspection date

5 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Not applicable	

## Summary of key findings for parents

**This provision is good**

- The childminder and her assistant work well together as a team and regularly evaluate the service they provide. Multiple improvements have been put into place since the last inspection. The childminder has identified key areas she would like to develop in the future.
- The childminder and her assistant offer nurturing care which supports children's emotional well-being. Children are extremely settled and happy. Warm and positive attachments are in place between children, the childminder and her assistant.
- The childminder has created a warm and welcoming environment where children are viewed and cared for as part of her family. She has a good understanding of children's interests and individual needs and offers activities which complement learning in school.
- Close partnerships are in place with parents. Information about children is regularly shared through daily verbal discussion.
- Children are provided with healthy menus on a daily basis and access the outdoors every day. This supports children's understanding of leading a healthy lifestyle.

**It is not yet outstanding because:**

- Information about children's changing needs is not always effectively shared with teachers at school.
- The childminder does not provide enough opportunities for children to analyse and solve problems independently.

## What the setting needs to do to improve further

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

- strengthen ways to share more information about children's individual needs with teachers at school
- provide more opportunities for children to problem solve and develop their thinking skills.

### Inspection activities

- The inspector observed the quality of teaching and interactions between children and the childminder during activities indoors and outdoors, in order to assess the impact this has on children's learning and development.
- The inspector held a meeting with the childminder. She looked at relevant documentation, such as training records, policies and procedures, risk assessments and evidence of the suitability of all adults living in the household.
- The inspector completed a joint observation with the childminder.
- The inspector spoke with the childminder's assistant about his role and how he supports the childminder.
- The inspector spoke to children about the activities they enjoyed and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant are aware of the appropriate authorities to contact if they have concerns about a child's welfare. The childminder is committed to offering a safe environment for children. For example, she completes daily safety checks and undertakes risk assessments prior to taking children on outings. The childminder attends training opportunities and local network meetings with other childminders to share good practice. The childminder ensures she shares key points from training with her assistant to support his continued professional development. The childminder has made improvements since the last inspection. For example, she has started to further evaluate her service in order to ensure her practice supports children's individual needs. She welcomes the views of parents and gathers the views of children. For example, by asking children which activities they would like to do.

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

The childminder understands how to support children to acquire new skills as they play. Activities support children's natural interests and complement children's experiences in school. For example, the childminder supports children with homework received from school and her assistant supports children to master new skills while using a computer. Children enjoy playing with cars, mark making and role play. The childminder supports children through role modelling and initiating discussion. For example, she talks about her holiday to China which develops into children independently asking about different animals and weather patterns experienced in a different country. Through play, the childminder supports children's thinking skills. For example, she asks if children can sort magnetic shapes into groups of letters and numbers. The environment is very welcoming and children settle extremely well after a full day at school.

### Personal development, behaviour and welfare are good

The environment is extremely relaxed and has a warm family ethos. The childminder and her assistant are extremely patient and caring and are positive role models for children. They have high expectations of children and promote positive behaviour. For example, they encourage children to use good manners while children eat at the dining table. Children listen carefully to the childminder and understand boundaries. For example, the childminder reminds children about road safety as she walks home with children from school. Independence skills are promoted and children are eager to join in with routines, such as offering to set the table for a meal. Children access the outdoors every day and enjoy walks in the environment, such as going on walks to collect conkers. Partnerships with parents are in place which contribute to supporting children's needs.

## Setting details

<b>Unique reference number</b>	503847
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1042779
<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>	4 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 March 2013
<b>Telephone number</b>	

The childminder was registered in 2001 and lives in Royton, Oldham. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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