

Childminder Report

Inspection date

18 November 2016

Previous inspection date

7 January 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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 worked extremely hard since the last inspection to improve her practice and the quality of the service she provides. She has successfully addressed the actions and recommendations raised and enhanced many other aspects of her practice.
- The childminder follows children's interests effectively and takes account of accurate, continuous assessment in order to plan challenging activities to help them to make good progress.
- The childminder provides children with a wide range of exciting and challenging activities that promotes their development in all areas of learning. This helps children to develop into enthusiastic and motivated learners. Children make good progress and, overall, develop a good range of skills, abilities and attitudes that helps prepare them well in readiness for school.
- Children develop close emotional attachments with the childminder, who is extremely sensitive and caring. They demonstrate that they feel safe and secure in the childminder's care as they settle quickly and engage in play.
- The childminder consistently reflects on her practice and demonstrates a strong commitment to promoting high-quality provision. She identifies her training needs well and attends relevant courses that help to improve the quality of her teaching and learning outcomes for children.

It is not yet outstanding because:

- On occasions, creative activities are too adult-led and focus on an end product rather than the process itself.
- The childminder sometimes does not provide enough opportunities to extend children's learning about patterns, shape, space and measure.

What the setting needs to do to improve further

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

- improve opportunities for children to express their own thoughts and ideas and further develop their creativity and imagination
- provide further opportunities for children to explore patterns and compare size, quantity and weight, further enhancing their good mathematical skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke to children and the childminder throughout the inspection.
- The inspector evaluated an adult-led activity with the childminder.
- The inspector looked at relevant documentation, such as children's learning records, a sample of policies and procedures and evidence of the suitability of the childminder and other adults living on the premises.
- The inspector discussed arrangements for self-evaluation with the childminder.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

Inspector

Julie S Kelly

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure knowledge of the signs and symptoms of abuse and neglect and who to contact and what to do in the event of a child protection concern. She checks the indoor and outdoor environment on a daily basis and takes appropriate steps to ensure risks are minimised. This helps to ensure children are protected from harm. The childminder keeps a close check on children's progress and shares this with parents. This enables her to quickly identify gaps in children's learning and plan appropriate activities to support their learning further. Partnerships with parents and other early years providers are strong and help to maintain continuity for children at home, at the childminder's home and at school.

Quality of teaching, learning and assessment is good

The stimulating and inviting environment fully engages children's interest in play. The childminder has a secure understanding of child development and the learning needs of children that she cares for. Children have a wonderful time as they explore a wide range of natural materials. They enthusiastically feel the texture of leaves, pine cones, twigs and conker shells. Children count how many conkers they can find, describe the conker shell as spikey and recall past experiences as they talk about collecting them when out walking. The childminder is always nearby to offer support and makes excellent use of opportunities to extend children's communication and language skills. Children are confident to ask for help, communicate their needs and talk about their home and family. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments help to support children's learning at home effectively.

Personal development, behaviour and welfare are good

Children thrive in this good quality setting. They are happy and content and demonstrate a strong sense of emotional security as they seek out the childminder for comfort and reassurance. The childminder provides clear and consistent boundaries and teaches children the difference between right and wrong. Children are developing an appropriate understanding of acceptable behaviour for their age. The childminder uses positive praise and encouragement consistently to help children to feel good about what they do. Children benefit from opportunities to be active and engage in physical play during walks in the local environment and visits to local places of interest. This helps to successfully promote their physical and emotional well-being.

Outcomes for children are good

Children make consistently good progress and achieve levels of development that are typical for their age. Their communication and language skills are particularly impressive. Some children achieve beyond expected levels of development for their age in this area of learning. Children are motivated and confident and thoroughly enjoy learning. They demonstrate high levels of emotional security. Overall, children develop a good range of skills that gives them a firm foundation for later learning and the eventual move to school.

Setting details

Unique reference number	316289
Local authority	Rochdale
Inspection number	1058133
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	8
Name of registered person	
Date of previous inspection	7 January 2016
Telephone number	

The childminder was registered in 1992 and lives in Littleborough, Rochdale. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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