

Childminder Report

Inspection date

24 November 2016

Previous inspection date

3 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 demonstrates good skills when helping children learn to manage their feelings and behaviour. Care practices promote children's emotional and physical well-being. Children are confident and demonstrate highly secure emotional attachments with the childminder, helping them to learn.
- The childminder works effectively with parents at the outset of children's attendance to find out what their children can do and need to learn next. She makes good use of assessments of children's learning to provide interesting and challenging activities that promote their thinking skills.
- Parents are provided with practical ideas to help them promote their children's learning at home. The childminder seeks information regularly about their children's experiences, interests and observed learning at home. She uses this to help promote children's good progress and extend their motivation to learn.
- The childminder seeks the views of other professionals and parents, as well as using her own reflections, to help improve her practice. She makes effective use of her lengthy experience in childcare and her qualifications overall, in order to maintain a good standard of provision for children.

It is not yet outstanding because:

- The childminder does not make the best possible use of children's views to enhance her practice and the quality of provision.
- The childminder does not reflect fully on her professional development needs or the impact of training she undertakes with the exceptional precision that contributes to higher levels of quality.

What the setting needs to do to improve further

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

- build on the existing ways in which children's views are used that help contribute to the improvement and organisation of the setting
- increase the precision with which professional development needs and the impact of training are reviewed and raise the quality of provision to even higher levels.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of the suitability of those living on the premises.
- The inspector discussed with the childminder how she reflects on her provision and brings about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder regularly extends her knowledge of safeguarding by attending training and updates her policies and procedures accordingly. She has a secure knowledge of how to report any concerns she may have about children to the relevant authorities. The childminder monitors children's learning in detail so that any areas where progress is weaker can be acted on swiftly. She sets high standards for both herself and children, which contributes to their good progress.

Quality of teaching, learning and assessment is good

The childminder makes good use of songs and rhymes to help promote children's learning. Children practise counting and recalling number names. They use rhyme and rhythm, supporting their early development in literacy. The childminder encourages children to use puppets during an activity, helping to sustain their concentration for longer periods. She provides a range of natural and synthetic materials for children to explore that helps stimulate their imaginative play. Children imagine that they are making meals with dry pasta using the role play kitchen. They describe what they are doing, developing their speaking skills. The childminder asks questions that help to extend their play and the vocabulary they use. Children explore the texture of slices of tree branch and proudly identify the shapes marked on them. The childminder encourages them to think about the number of sides, such as on a square. This helps extend their early learning about shape and space. She uses opportunities effectively to test children's knowledge of colours and to teach them ones they are not familiar with.

Personal development, behaviour and welfare are good

The childminder is highly effective when teaching children independence skills. They are encouraged to cut fruit and pour their own drinks, which also helps develop their coordination skills. The childminder teaches children to find their coats before outdoor play and to put on their boots independently. Children enjoy daily outdoor activities. These include ones that help them to learn how to take small well-managed risks, such as using a low slide. The childminder teaches children how to manage their road safety when on outings. She praises them for their efforts and successes, developing their good self-esteem. Children enjoy receiving certificates for their achievements. They are keen to share small tasks, such as tidying up, and learn the satisfaction to be gained from helping others. The childminder provides frequent opportunities for children to play in larger groups, extending their confidence and social skills.

Outcomes for children are good

Children make good progress towards gaining the skills and attributes needed for school. This includes developing secure early numeracy, literacy and communication skills. Children learn to be considerate to others, sharing and taking turns with resources. They use good manners. Children are developing self-care skills and independence. They learn to use effective hygiene routines and about the factors that promote a healthy lifestyle. Children are gaining a positive awareness of diversity. They learn to respect the similarities they share with others as well as any differences.

Setting details

Unique reference number	EY461999
Local authority	Bolton
Inspection number	1066862
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	3 December 2013
Telephone number	

The childminder was registered in 2013 and lives in the Harwood area of Bolton, Greater Manchester. She operates from 7.30am to 5.30pm, on weekdays all year round, excluding bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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