

Childminder Report

Inspection date

12 December 2016

Previous inspection date

10 August 2015

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 on the actions raised at her previous inspection. She now completes a progress check for children between the ages of two and three years to summarise their development.
- The childminder has a good understanding of child development. She monitors the progress made by children to identify what they need to learn next. This helps her to plan activities that are tailored to individual children's needs and which help support them to make good progress.
- The childminder is a good role model. She demonstrates and reminds children about using good manners. She has realistic expectations regarding behaviour and children respond well.
- The childminder offers high levels of praise and encouragement consistently to children. This helps to support their confidence, motivation and self-esteem. She is attentive to their individual needs, which helps them to feel secure.
- The childminder provides a stimulating learning environment with a good range of toys and resources that is presented at children's height. This helps to give children freedom to make choices about their own play.

It is not yet outstanding because:

- The childminder does not ask parents for detailed information about their children's abilities and stages of learning when they first start at her setting.
- The childminder has not yet established a focused programme of professional development to help her drive forward future improvements.

What the setting needs to do to improve further

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

- gather more detailed information from parents about children's learning and development when they first start to provide a clearer understanding of their initial abilities
- focus more precisely on developing a targeted programme of professional development that ensures the high-quality practice is sustained and consistently improved upon.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.
- The inspector had a tour of the areas of the premises where childcare is provided.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector spoke to the children present.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of how to keep children safe in her care. She has attended child protection training and has a good understanding of the procedures to follow if she has concerns about a child's welfare. The environment is safe and secure. The childminder has a good awareness of potential hazards and dangers for children of different ages. She reflects upon the activities and opportunities that she provides, and includes the views of children to help her plan experiences that they will enjoy. The childminder keeps parents informed of the progress their child is making by regularly sharing their learning journals and through discussion. Parents are complimentary about the childminder. They comment that she is caring and helpful and state how much their children enjoy their time with her.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's interests and plans a variety of fun activities. Children spend time decorating a Christmas tree for their cards. They enjoy using glue spreaders, carefully picking up and sticking small sequins and sprinkling glitter. They also enjoy making marks with paintbrushes and their fingers. This helps children to develop small-muscle skills in preparation for their early writing, and younger children enjoy the sensory experiences. Through children's chosen play the childminder gives them information to help develop their knowledge and understanding of the world around them. For example, reinforcing that a tiger is part of the cat family. She listens carefully to children and gives them time to respond to her questions.

Personal development, behaviour and welfare are good

The childminder teaches children about the importance of leading a healthy lifestyle and supports their physical well-being. Children have regular play in the garden as well as outings to the park and walks in the local area. For example, they go to feed the ducks. The childminder provides healthy, balanced meals and effectively reinforces children's understanding of healthy foods. Children attend different groups in the community, such as rhyme time at the library and a regular mums and tots group. This helps them to build relationships with children their own age and develop skills, such as sharing and communicating with others. The childminder responds well to children's emotional needs, adapting her routine where necessary. This helps children to feel secure in her care.

Outcomes for children are good

Children are happy and have formed close relationships with the childminder. They learn to share, use good manners and are well behaved. Children enjoy sharing books, singing and playing musical instruments. They count and identify colours during their play and learn about different sizes. They learn new words to describe texture and readily use this when independently reading books. Children make choices about what they want to play with and develop good independence skills. Children make good progress and are developing key skills in preparation for their future learning, including the move to school.

Setting details

Unique reference number	312194
Local authority	Tameside
Inspection number	1058128
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	10 August 2015
Telephone number	

The childminder was registered in 1990 and lives in Droylsden, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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