

# Childminder Report

<b>Inspection date</b>	14 December 2016
Previous inspection date	1 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 continues to make improvements to her practice and provision. For example, she has changed the way she monitors children's development. This helps to support them to make good progress across all areas of learning.
- The quality of teaching is strong. The childminder follows the children's lead during activities and models ideas for them to follow. She effectively supports their speech and personal, social and emotional development.
- The childminder values the importance of continued professional development and enjoys improving her knowledge and practice.
- Children learn to be independent. For example, making their own choices in play and washing their hands for lunch. This helps to promote their self-esteem and confidence.
- The childminder promotes children's mathematical and literacy development through play. This helps to support children to learn key skills for their future and in preparation for 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.
- Sometimes, the childminder does not make the most of opportunities during routines to further promote children's listening and attention skills.

## 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
- refine routines and make the most of opportunities to promote children's listening and attention skills further.

### 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 during the inspection.
- The inspector took account of the views of parents received via email.
- The inspector looked at a range of documents, such as policies and procedures, training certificates and children's observations and assessments.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has detailed policies in place. She understands the procedure to follow if concerned about the welfare of a child in her care. She considers the risks of mobile telephones and the use of social media in the setting. This helps to keep children as safe from harm as possible. The childminder reflects on the effectiveness of her setting, using the views of children and parents. For example, sending questionnaires to parents or finding out children's favourite activities. This helps her to prioritise improvements in the setting. The childminder holds an appropriate qualification and regularly attends professional development opportunities. For example, learning about letters and sounds and mathematical development to support children who are moving on to school.

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

The childminder plans activities that are based on children's interests. She observes and identifies what children need to learn next, regularly monitoring the progress that they are making. This helps to identify any gaps in their learning and supports them to make good progress. Parents, overall, are kept well informed about their children's learning and development. For example, through the use of daily diaries, observation files, reviews and the sharing of photographs. The childminder sends home activities to complement children's learning in the home, such as song words. The childminder utilises opportunities to promote mathematical skills. For example, supporting children to count how many 'candles' they have in their play dough buns. The childminder talks about different textures and patterns and encourages children to copy new words. This helps to extend their vocabulary.

### Personal development, behaviour and welfare are good

Children benefit from a welcoming environment and are keen to learn and be involved in activities. They use their imaginations while playing with figures and listening to the Christmas story. They enjoy playing outside, going to the local park and the soft-play centre. This helps to promote their physical well-being. The childminder's relationships with children are sensitive and kind. Children are happy to take part in care routines. For example, they ask for support when using the toilet. Children learn how to do things for themselves, such as getting a tissue and blowing their own nose. Children behave well and are consistently praised for their achievements. This helps to foster their emotional well-being and self-esteem.

### Outcomes for children are good

Children are working comfortably within expectations for their age. They enjoy reading books and singing songs together. They learn new words and extend their vocabulary during play. Children practise using a variety of tools in the dough, such as textured rollers and cutters. This helps to support their small-muscle skills in preparation for early writing. Children develop friendships and learn to cooperate with each other. They grow in confidence and become more independent during their time in the setting.

## Setting details

<b>Unique reference number</b>	EY395569
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1059846
<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>	0 - 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 November 2012
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Littleborough, Rochdale. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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