

# Childminder Report

<b>Inspection date</b>	10 January 2017
Previous inspection date	15 August 2013

<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 effectively promotes children's emotional and physical welfare through robust care practices. She maintains records to help support continuity for children's care and well-being, such as information about who has parental responsibility.
- The childminder demonstrates good teaching skills, including for developing children's communication skills. Children quickly begin to use new words they hear during activities, extending their vocabulary. Levels of challenge are well matched to children's needs and activities are used effectively to promote their good progress.
- The childminder monitors children's learning closely, to help identify what they need to learn next. Parents contribute their knowledge of what their children can do and enjoy from the outset. This helps to inform the childminder's planning for their children's learning and interests.
- The childminder reflects on the needs of children attending to identify the professional development needs of herself and the assistant effectively. She supports her assistant to gain a relevant qualification and develops her skills for promoting children's learning and well-being.

### It is not yet outstanding because:

- The childminder does not make excellent use of opportunities to teach children greater self-help skills and enhance their independence.
- Teaching about other communities and people who are not in children's immediate experience has not been developed to an exceptional level 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 teaching for children to develop even greater independence and self-help skills
- enhance teaching to help children to learn to an exceptional extent about other communities and people who are not in their immediate experience or family.

### 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 checks on the suitability of those living and working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision and brings about continuous improvement in the quality of provision.
- The inspector looked at documents provided by parents to gain their views of the setting. She spoke to the assistant and 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 has a secure knowledge of how to report any concerns about children's welfare. She also ensures that her assistant maintains her knowledge of safeguarding procedures to help protect children.

Arrangements for coaching and mentoring the assistant are effective. The childminder has developed her understanding of the importance of partnerships with other agencies. This helps to promote continuity of children's care and their welfare, if needed. The childminder reflects on her provision and this supports continuous improvement in the quality of teaching. She seeks parents' views to inform her evaluations and observes children's interests to help provide activities that reflect these.

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

The childminder makes effective use of activities to help children think critically. She models how to carry out simple experiments, such as to find out how long objects take to fall from different heights. Children enjoy dropping feathers and practise counting while these fall. The childminder encourages children to explore natural materials, teaching them new words for their textures. She asks children to make comparisons of different sizes and they think carefully about which of the three pine cones is the biggest. Children learn the names of shapes, saying these as they post blocks through holes in boxes. They build towers with blocks and the childminder uses this to recognise their knowledge of colour names. Children enjoy a variety of creative activities, such as painting, making collages and using crayons. This contributes to children developing the coordination needed before learning to write. The childminder frequently provides books related to children's activities, promoting their listening skills and a positive attitude to literacy.

### Personal development, behaviour and welfare are good

Children demonstrate secure emotional attachments with the childminder and her assistant. They are happy and keen to play and learn. The childminder provides frequent opportunities for children to become confident through playing in larger groups. This promotes children gaining the social skills and confidence needed to be ready for school. The childminder praises children for their efforts and successes, developing their self-esteem. She teaches children to take turns and share toys, developing their respect for others. Resources are easily accessible to children. They can decide what to play with and then find what they need without help. The childminder teaches children skills for the future, such as how to cross roads safely.

### Outcomes for children are good

Children make good progress towards acquiring the skills and attributes needed for school, including if they receive early funded education. They are motivated to play and explore. Children learn effective routines to promote their good hygiene. They take small, well-managed risks, and develop their strength and coordination. Children learn to enjoy exercise and a balanced diet, as well as the importance of these in a healthy lifestyle. They begin to show respect for others and to observe rules. Children are confident and starting to form friendships.

## Setting details

<b>Unique reference number</b>	501962
<b>Local authority</b>	Bury
<b>Inspection number</b>	1064175
<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>	1 - 3
<b>Total number of places</b>	18
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 August 2013
<b>Telephone number</b>	

The childminder was registered in 1999 and lives in the Radcliffe, Manchester. She operates from 7.30am to 5.30pm on weekdays all year round, excluding bank holidays and family holidays. The childminder has two unqualified assistants registered to work with her. She usually works with one assistant at any one time. The childminder has a relevant qualification at level 3 and provides funded early education for children aged two years.

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