

Childminder Report

Inspection date

20 January 2017

Previous inspection date

4 December 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 addressed the action and recommendations for improvement from the last inspection. For example, she now provides activities to complement children's learning at home with parents. This helps to support continuity in their learning.
- The childminder observes the children during play and regularly monitors their development. She uses this information to plan activities to support what they need to learn next. This helps them to make good progress during their time in the setting.
- Children settle quickly in the setting and behave well. They are consistently praised for their achievements. For example, they wear a medal as the star of the day. This helps to foster their emotional well-being, such as self-esteem and confidence.
- The childminder plans activities to promote the children's literacy and mathematical skills. This helps children to learn key skills for their future and in preparation for school.

It is not yet outstanding because:

- The childminder has not yet established a highly focused programme of professional development, to continue to improve her knowledge and practice.
- The childminder does not consistently support children to think through and solve simple problems for themselves.

What the setting needs to do to improve further

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

- focus more precisely on developing a targeted programme of professional development, that ensures the good practice is sustained and consistently improved on
- enhance teaching skills that help children to manage simple problems or work out solutions for themselves.

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 evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at the childminder's self-evaluation form, training records, children's assessment files and evidence of the suitability of persons living in the household.
- The inspector spoke to the child present during the inspection.
- The inspector took account of the views of parents written in the parent's comments book.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a suitable knowledge of child protection issues. She understands what action to take if concerned about the welfare of a child in her care. She regularly checks the setting to identify and remove possible hazards to children. The childminder has a relevant childcare qualification. She has developed close links with the local authority adviser to address improvements needed in the setting. For example, she has started to reflect on the effectiveness of her setting, gathering the views of parents and children to help identify further improvements needed. She monitors the progress that children are making and regularly shares her observations and assessments with parents.

Quality of teaching, learning and assessment is good

The childminder gathers information about what children can do and already know, when starting at the setting. She uses this information to plan activities that support what children need to learn next. For example, she supports children reading an audio book and encourages them to find the correct animal pictures to match the sounds. She challenges the children to fix a block jigsaw together, questioning them about shapes, colours and the number of holes in each piece. This helps to promote their communication, literacy and mathematical skills. Parents are kept well informed about their children's learning through the use of daily diaries, discussions and newsletters. They are encouraged to complete simple activities at home, such as describing the colour of different items of clothing to help children with their colour recognition.

Personal development, behaviour and welfare are good

Children benefit from a welcoming environment with a wide range of resources to choose from. They enjoy taking part in activities with the childminder and show good concentration for their age. For example, they explore the play dough together using a variety of tools to make shapes and marks. They persevere to use scissors when trying to cut the dough. The childminder has developed close relationships with the children, who listen carefully and follow instructions well. Children understand the routine and rules in the setting. For example, they are happy to help to tidy up once they have finished with an activity. The childminder supports children's care routines, such as modelling how to wash hands before lunch. The children enjoy healthy snacks and go to the park or walk to the local shops and post office. This helps to promote their physical well-being.

Outcomes for children are good

Children are working comfortably within expectations for their age. They develop their speaking skills, for example, learning key words using items in a treasure basket, such as spoon. They learn to cooperate with others and take turns. They develop their independence and quickly grow in confidence. Children enjoy being creative. They use their imagination while pretending to have a tea party and sing songs, moving their bodies to music. They make marks, share stories and play games with letters and sounds. They learn about number, shape and quantity through play. This fosters their literacy and mathematical development in preparation for moving on to nursery or school.

Setting details

Unique reference number	EY406808
Local authority	Rochdale
Inspection number	1058416
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 2
Total number of places	3
Number of children on roll	1
Name of registered person	
Date of previous inspection	4 December 2015
Telephone number	

The childminder was registered in 2010 and lives in Rochdale, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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