

# Childminder Report

**Inspection date**

1 February 2017

Previous inspection date

5 July 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 successfully motivates children to make good progress in their learning. Her care practices promote children's physical and emotional well-being effectively. Babies are highly settled and content in the childminder's care.
- Observations of what children know or can do are used to make accurate assessments of their progress. The childminder uses assessments effectively to provide activities and interactions that challenge children to greater learning.
- The childminder provides highly comprehensive information for parents about their children's learning and well-being. Parents are asked to contribute what they know about their children's learning and offer their views about what they need to learn next.
- The childminder has created a calm and stimulating indoor learning environment that promotes children's independence. Children decide what they want to play with and find what they need without help.
- The childminder identifies areas where she would like to broaden her skills and knowledge to help promote children's progress and well-being. She checks that she has maintained the qualifications and knowledge needed to meet statutory requirements, and refreshes these as needed.

**It is not yet outstanding because:**

- The childminder does not make the best possible use of children's interests to enhance their learning when playing outdoors.
- There is scope to extend the opportunities for teaching children about other people and communities locally and across the world.

## What the setting needs to do to improve further

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

- make greater use of children's interests and further enhance their learning when playing outdoors
- extend the experiences provided to help children learn about other people and communities locally and across the world.

### 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 on the premises.
- The inspector discussed with the childminder how she reflects on her practice 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 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 understanding of how to report any concerns she may have about children's welfare to the correct authorities. She maintains all required knowledge and documents to help underpin good provision for children's safety and well-being. The childminder monitors children's progress closely, helping to rapidly identify any areas where learning may be weaker and more teaching is needed. She uses parents' views and those of other professionals to supplement her own reflections on practice and help drive forward continuous improvement. Parents praise the childminder strongly for her high standards of care and the quality of activities for their children.

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

Children are keen to take part in creative activities that help them to develop the skills needed before learning to write. They enjoy mixing glue and shaving foam, then paste the mixture onto coloured paper to represent clouds. The childminder asks children questions that help to promote thinking and recall, such as about how the weather has changed since the morning. Children talk about how the sky has changed from cloudy to blue, developing their speaking skills. The childminder makes good use of children's chosen activities, such as imaginative play with small figures of people and animals, to help them learn to count. She recognises the importance of children learning to respect the similarities they share with others, as well as any differences. Babies happily explore baskets of synthetic and natural materials, as well as water and paper, stimulating their senses and developing their coordination.

### Personal development, behaviour and welfare are good

The childminder provides a range of equipment to help children learn to take small, carefully managed risks. Children enjoy climbing and pedalling, developing their strength and coordination. They respond with enthusiasm to offers of going for a 'welly walk', showing how they are gaining an enjoyment of exercise outdoors. Children are encouraged to contribute their help to small tasks, and begin to learn the satisfaction to be gained from helping others. They enjoy setting the table for lunch and deciding what is needed. Babies show their emerging independence and are keen to hold their own bottles of milk when drinking. The childminder sometimes cares for more than three children, helping siblings to be cared for together. All children's needs are well met during these times.

### Outcomes for children are good

Children make good progress towards gaining the skills and attributes needed for school, including if they receive early funded education. They develop good communication skills and enjoy listening to stories. Children are developing respect for others and gaining the ability to manage their feelings and behaviour. They learn to take turns and share resources. Children are becoming independent and developing the skills needed to manage their hygiene and safety. They are learning about the importance of a balanced diet and exercise for maintaining good health.

## Setting details

<b>Unique reference number</b>	EY435850
<b>Local authority</b>	Bolton
<b>Inspection number</b>	1065758
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	5 July 2013
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Horwich area of Bolton, Greater Manchester. She operates from 8am to 6pm during term time only. The childminder has a relevant qualification at level 3 and provides funded early education for two- and three-year-old children.

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