

# Childminder Report

## Inspection date

15 May 2017

Previous inspection date

10 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not met	
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 works in partnership with parents from the outset, promoting children's well-being through effective care practices. Children form secure emotional attachments to the childminder, helping them to be ready to learn.
- The childminder monitors children's progress in detail to help identify any weaker areas in learning and address these swiftly. She has improved her knowledge of how to implement the progress check for children aged two to three years.
- Parents contribute to establishing what children know and can do when they join the setting. They exchange information about children's learning and experiences at home with the childminder and receive regular good quality summaries of children's progress.
- The childminder identifies areas where she can extend the skills and knowledge gained through professional development for the benefit of children.
- Parents praise the childminder for her high standards when teaching children self-help skills and good manners.

### It is not yet outstanding because:

- The childminder does not recognise all opportunities to incorporate learning about other people and communities into activities and develop exceptional practice when teaching children about the wider world.
- The childminder does not evaluate her teaching with the precision that increases the potential for achieving the highest quality of provision for children's learning.

## What the setting needs to do to improve further

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

- enrich teaching to help children make greater progress in learning about other people and communities who are not in their immediate family or experience
- develop more precise evaluation of teaching and work towards the highest levels of quality of provision.

### Inspection activities

- The inspector observed the quality of activities and assessed the impact of these on children's learning and welfare.
- The inspector and the childminder carried out a joint observation of teaching.
- The inspector spoke to children as appropriate.
- The inspector held discussions with the childminder and examined documents relating to evidence of checks on the suitability of household members.
- The inspector examined written evidence of parents' views of the childminding setting.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of how to report any concerns she may have about children's welfare. She updates her knowledge of the potential risks to children and reviews her policies and procedures in line with new information. The childminder seeks the views of parents regularly to help tailor the provision more closely to their children's needs. She has improved her knowledge of how to implement the learning and development requirements effectively in her work towards continuous improvement in the quality of provision.

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

The childminder makes effective use of what she knows about children's interests to promote their motivation to learn. Children enjoy making sounds when they find pictures of animals in books and the childminder offers play with relevant small-world figures to extend their learning. The childminder also uses children's enjoyment of imaginative play effectively to help increase their understanding of words related to position, as well as the names of numbers and colours. She shows children how to look for objects that are out of sight as part of their earliest development in counting. Children enjoy solving simple puzzles and the childminder encourages them to persist and test whether pieces fit correctly. Children learn words that relate to aspects of the natural world, such as the weather, as they make collages connected to their favourite book characters.

### Personal development, behaviour and welfare are good

The childminder recognises the importance of children developing their confidence when playing in larger groups, helping them to be ready for school. She effectively tailors outings to children's individual interests, helping to motivate them to further learning. Children are provided with good opportunities to refine their coordination, including to develop the skills needed before learning to write. They use brushes and pens to make marks and learn to take small, well-managed risks while developing their whole-body strength. The childminder also encourages children to develop the manipulative skills needed to turn pages in books, promoting their independence and development in early literacy. Children learn how to promote their safety and that of others. The childminder teaches them to tidy up toys from the floor and how to cross roads safely.

### Outcomes for children are good

All children make good progress and develop the skills and attributes needed to be well-prepared for school. They demonstrate a rapidly growing ability to concentrate on activities. Children are keen to hear new words and show their understanding of ones they already know. They learn routines and habits that promote good hygiene and a balanced lifestyle. Children learn to use good manners and join in with shared tasks.

## Setting details

<b>Unique reference number</b>	EY242407
<b>Local authority</b>	Bury
<b>Inspection number</b>	1026991
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	10 September 2015
<b>Telephone number</b>	

The childminder registered in 2003 and lives in the Brandlesholme area of Bury, Greater Manchester. She operates from 7.30am to 6pm Monday to Friday during term time only. The childminder has a relevant qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

