

# Childminder Report

**Inspection date**

5 June 2017

Previous inspection date

28 January 2015

<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 provides a stimulating environment for children to explore. Children are confident and independently choose from the wealth of resources available.
- The childminder uses her observations and assessments of children's learning to plan a range of interesting opportunities. She carefully monitors their learning and development well. Children make good progress.
- The childminder has a good relationship with parents. She regularly exchanges information about children with parents to help to provide consistency and a shared approach to promoting children's development.
- The childminder is calm, nurturing and a good role model, treating children with respect. Children form close relationships with her and verbalise their affection for her, helping to support their emotional well-being.
- The childminder helps older children to prepare for their move to school. For example, she helps them to understand what will happen and what they will wear, such as new red jumpers as their uniform.

**It is not yet outstanding because:**

- The childminder does not target her professional development precisely enough to enable the quality of teaching to be at an outstanding level.
- Sometimes, the childminder does not use opportunities to extend children's mathematical understanding, such as adding and subtracting.

## What the setting needs to do to improve further

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

- make better use of opportunities to help children to increase their mathematical skills and extend their learning even further
- explore further professional development opportunities and raise the quality of teaching to an even higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact that this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection. She evaluated a focused activity with the childminder.
- The inspector looked at relevant documentation, children's records and a selection of policies and procedures.
- The inspector took account of the views of parents provided through written testimonials.

### Inspector

Nicola Hall

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified childminder uses self-evaluation well to help identify strengths and weaknesses about her practice. She regularly liaises with parents and gathers and acts on their views. The arrangements for safeguarding are effective. The childminder understands what action to take should she have concerns about a child's welfare. She is knowledgeable about the different types of abuse and the signs and symptoms that may indicate children are at risk from harm. The childminder completes regular fire drills and has a range of risk assessments that she uses successfully to help minimise potential hazards.

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

The childminder knows children very well. She follows their lead and captures their interests during play. Younger children become absorbed with discovering what happens when they shake different sized bottles full of glitter and water. They practise their physical skills and balance the bottles in their hands. Children socialise together and explore other materials found in boxes. The childminder promotes children's communication and language skills well. For example, she engages children in conversations and introduces new words, such as condensation. Older children ask about the meaning of new words. The childminder helps to develop children's vocabulary and explains clearly, asking skilful questions to help promote their good thinking skills.

### Personal development, behaviour and welfare are good

The childminder encourages children's understanding of healthy lifestyles. For instance, children wash their hands independently before making fruit kebabs. They learn about the importance of eating nutritious foods. The childminder takes children to a variety of groups in the local community. Children benefit from having different experiences and making new friends. They also learn about the importance of sharing and taking turns. The childminder also plans trips out to help increase children's knowledge of the wider world. Children behave very well and thrive in the care of the experienced childminder.

### Outcomes for children are good

Children make good progress and gain many skills that they need in preparation for school. They have good levels of self-esteem and communicate well with their peers and adults. Children enjoy showing the inspector around the premises and explain where the toys are and where the bathroom is. They listen well and follow instructions. Children express their own ideas. They pretend to be waiters and waitresses serving food and drink. They have lots of fun together in the happy setting.

## Setting details

<b>Unique reference number</b>	EY218149
<b>Local authority</b>	Bury
<b>Inspection number</b>	1091330
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	28 January 2015
<b>Telephone number</b>	

The childminder registered in 2001 and lives in Ramsbottom, Rossendale. She operates all year round from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds a formal childcare qualification equivalent to 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

