

# Childminder Report

**Inspection date**

11 July 2017

Previous inspection date

7 February 2014

<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 and his co-childminder provide a welcoming play and learning environment in their home. Children show that they feel happy and secure. They develop strong, caring relationships in this provision.
- The experienced, well-qualified childminder continually improves his provision. The changes he makes to the outdoor area help to promote children's good progress and development. For example, children help to grow vegetables that they will harvest and eat and this enhances their understanding of the world.
- The childminder effectively promotes children's early literacy. Children eagerly remember and creatively predict the sequence of events in stories.
- Partnerships with parents are effective. Parents praise the extensive range of outings and activities children experience. They feel supported and encouraged to continue children's learning at home.
- Children follow well-established routines and this helps to promote their safety. Children understand the boundaries for their behaviour. They learn how to take turns with favourite toys fairly.

### It is not yet outstanding because:

- Sometimes the childminder does not fully use information from observations effectively enough to identify, as precisely as possible, what children need to learn next. As a result, children's learning is not always meticulously planned for.

## What the setting needs to do to improve further

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

- use the observations made of children's learning to precisely plan challenging activities that promote even more-rapid progress.

### Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder demonstrates his strong ambition to promote children's well-being and progress. Arrangements for safeguarding are effective. The childminder updates his knowledge and understanding of child protection requirements. He knows what to do if he is concerned that a child is at risk of abuse or neglect. He trains his assistant to understand and follow the provision's child protection policy and procedures. The childminder gathers information from parents when children start to attend the provision. This helps him to establish starting points for children's learning and to care for them safely. For example, he checks whether children have allergies to certain foods.

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

The childminder makes observations of children's progress and knows their interests. He skilfully takes account of how children learn when he plans activities overall. For example, children know that a friendly puppet dragon lives in a high cupboard and comes out at story time. Children greet the puppet with anticipation and excitement. This helps to promote their imagination and they learn that reading is pleasurable. Children understand that writing has meaning. For example, the childminder points to the text when he reads the story. The childminder helps children to think and solve problems. For example, he works alongside children to find the right piece of train track to complete the circuit.

### Personal development, behaviour and welfare are good

The childminder is a positive role model who clearly enjoys the company of the children in his care. He establishes rules that help to promote children's self-control and independence. For example, older children confidently go to the toilet by themselves and know that they must wash their hands. Children have plenty of opportunities to exercise outdoors. The childminder provides resources that help to promote children's interests and they become deeply involved in their play. For example, two-year-old children concentrate hard as they carefully carry water from the water tray to pour on the grass. The childminder works in partnership with parents to ensure continuity of care for babies.

### Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Gaps in achievement close steadily when children's starting points are below those of other children of the same age. Children confidently express their choices in their play. They know that other people may have different preferences and ideas. Children count and begin to understand the purposes of numbers and counting. They begin to link sounds with written letters. Children follow instructions that keep them safe. They begin to play cooperatively and participate in group activities well. Children know how to grow and care for plants.

## Setting details

<b>Unique reference number</b>	EY411968
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1087347
<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>	0 - 8
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 February 2014
<b>Telephone number</b>	

The childminder registered in 2010 and lives in Dukinfield. He works with a co-childminder. His provision operates all year round from 6.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. He provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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