

# Childminder Report

**Inspection date**

8 September 2017

Previous inspection date

18 January 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

- Partnerships with parents are good. The childminder regularly shares updates with parents relating to children's progress, achievements and daily experiences. This promotes continuity of care and learning. Parents comment, 'My child has learnt so much and loves being looked after by the childminder'.
- Children play and learn in a clean, safe and secure home. Effective measures are in place to promote children's safety and welfare.
- The childminder is experienced. She uses her good knowledge of how children learn to plan a range of activities that are age appropriate, suitably challenging and linked to children's interests. Children remain engaged and enthused in their learning. Children make good progress.
- The childminder is friendly and kind. Children are happy in her care and emotionally reassured by her genuine praise and gentle encouragement.
- The childminder is very skilful in supporting children's communication and language development. She listens carefully to children's questions and extends conversations. Children are confident communicators.

### It is not yet outstanding because:

- The childminder has not yet fully established a precise programme for professional development to help improve her knowledge and quality of teaching even further.
- There are few opportunities for children to learn about religions, cultures and the differences between themselves and others in the wider world.

## What the setting needs to do to improve further

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

- develop a precise plan for professional development to help improve the already good quality of teaching even further
- extend opportunities for children to learn about religions, cultures and the differences between themselves and others in the wider world.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder understands how to recognise, record and report signs that may indicate a child is at risk from harm. This promotes children's welfare. The childminder's self-evaluation is effective. She seeks the views of parents, children and other professionals to help evaluate her provision. The childminder is motivated to drive improvement. The childminder monitors children's progress regularly. She has a precise understanding of children's stages of development and focuses her planning on closing gaps in children's learning. Children are well supported to make good progress by effective procedures.

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

The quality of teaching is good. The childminder has high expectations of children. She plans activities with sufficient levels of challenge to extend children's learning. For example, young children are regularly challenged to crawl and stand to develop their emerging physical skills. The childminder provides time and space for children to try and solve problems for themselves. Consequently, children become actively engaged in their play and learning and develop their concentration levels. The childminder adapts her practice to meet different levels of abilities and age. For example, older children are provided with challenging jigsaws while younger children explore simple puzzles. Children of all ages are appropriately supported and make good progress.

### Personal development, behaviour and welfare are good

The childminder is attentive to children's individual needs. She provides regular reassurance and offers cuddles to comfort children. Children demonstrate a strong sense of emotional belonging. They are reassured by warm positive relationships formed with the childminder. Children undertake small responsibilities and complete tasks for themselves. For example, children retrieve bowls prior to snack time, help to arrange the table for mealtimes and tidy away toys. This contributes to children's confidence and independence. Children understand how to behave and learn how to keep themselves safe. The childminder talks to children about boundaries and expectations in a calm and clear manner. For example, children respond well when they are reminded not to throw toys, as it may cause harm to others. Nutritious home-cooked meals are provided daily and promote children's good health. Children enjoy daily fresh air and exercise to support their physical well-being. They play in the childminder's garden and frequently visit local parks and garden centres.

### Outcomes for children are good

Children make good progress in their learning and development. They are confident, inquisitive and eager to learn. Children enjoy learning new skills and solving problems independently. Children are developing the necessary skills for the next stage in their learning and the eventual move on to school.

## Setting details

<b>Unique reference number</b>	312080
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1064011
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 January 2013
<b>Telephone number</b>	

The childminder registered in 1990 and lives in Stalybridge, Tameside. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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