

# Childminder Report

**Inspection date**

7 February 2018

Previous inspection date

18 August 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | 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 and her assistant create a welcoming home-from-home environment. Children's well-being is fostered well. Children are happy and content. The childminder is attentive to meeting children's additional needs when they are feeling unwell.
- Children have strong opportunities to build upon emerging physical skills. They enjoy the challenge of throwing and catching balls and mastering climbing up the steps to reach the slide.
- Both the childminder and her assistant are attentive to the ways they deploy themselves. Interactions with children are positive and purposeful. They provide activities and play experiences that help to support the good progress children make and contribute to securing good outcomes for children.
- The childminder makes good use of her assessment tools to accurately monitor the progress children make in their development.
- The childminder carries out a process of self-evaluation. She seeks the views of others and takes their feedback into account when setting priorities for further developments. This helps her to build on the good service she provides.

### It is not yet outstanding because:

- The childminder is yet to make incisive evaluations of her practice and that of her assistant to help drive their teaching skills to the highest level.
- On rare occasions, some activities are not always best suited to the ages and stages of development of younger children.

## What the setting needs to do to improve further

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

- carry out incisive evaluations of practice to help drive teaching skills to an outstanding level
- sharpen the ways in which activities are precisely matched to the ages and stages of development for younger children.

### Inspection activities

- The inspector observed the childminder and her assistant engaging with children in a range of activities and assessed the impact this has on their learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences.
- The inspector viewed a range of policies, including safeguarding procedures. She also checked evidence of the childminder's qualifications and the suitability of household members, including her assistant.
- The inspector and childminder discussed professional development opportunities for herself and her assistant and the content of her self-evaluation.
- The inspector spoke to the childminder, her assistant and children at appropriate times during the inspection and took account of parental views through written feedback.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant make sure that the provision is well maintained, safe and secure. They have a good knowledge of how to protect children from harm and are articulate in explaining the issues that may affect children's welfare. The childminder ensures she keeps her and her assistant's safeguarding knowledge up to date with relevant information, such as contact details for outside agencies and wider safeguarding issues. Partnerships with parents are good. Parents share extremely positive feedback. They value the daily electronic updates and receiving photographs of their children enjoying new experiences. The childminder supports parents to continue their child's learning at home.

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

The childminder and her assistant, on the whole, tailor children's play experiences, taking into account their interests and what they need to learn next. They both support these aspects through the use of warm positive interactions. They are mindful of offering purposeful teaching when needed and giving children the opportunity to discover somethings for themselves. Children show real enthusiasm for imaginary play. They make good use of the additional toys they have and draw upon their personal experiences and knowledge, as they care for the baby dolls. Children enjoy drawing large-scale pictures on the wall and use describing words to explain their creations. This helps to support children's physical skills, communication and language and their expressive arts and design skills. Children have opportunities to develop friendships beyond the childminder's home. This helps to build's children's confidence in social situations.

### Personal development, behaviour and welfare are good

The childminder and her assistant are good role models for children. This helps children to learn that people are all different. Children receive plenty of encouragement and praise. This motivates them to have a positive attitude towards their learning. Children show respect for each other as they play harmoniously together. They join in with each other's games, take turns and take into account their friends' thoughts and feelings. Children's behaviour is good. The childminder and her assistant foster children's good health well. They teach children about the importance of adopting good hygiene routines from an early age and provide them with a range of nutritious fresh foods. Children have very strong opportunities to learn about children from other faiths and cultures.

### Outcomes for children are good

Outcomes for children are good. All children are confident, inquisitive learners, who are eager to play and explore. Younger children enjoy the challenge of mastering and building on their balancing skills. Older children enjoy playing a variety of different games and make links to personal experiences when they play imaginatively. All children are acquiring the necessary skills they need for successful future learning and in preparation for more formal education.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY422595  |
| <b>Local authority</b>             | Bury  |
| <b>Inspection number</b>           | 1121220   |
| <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>      | 12  |
| <b>Number of children on roll</b>  | 17  |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 18 August 2014  |
| <b>Telephone number</b>            |   |

The childminder registered in 2011 and lives in Radcliffe, Manchester. She operates all year round from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder employs an assistant. They both hold early years qualifications at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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