

# Childminder Report

**Inspection date**

15 May 2018

Previous inspection date

30 March 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

- Parents contribute to children's assessments from the very beginning. The childminder makes good use of the information she receives to inform her regular and precise assessments of children's learning. Parents are kept well informed about children's progress and this shared approach contributes to the good levels of progress that children make.
- The childminder is caring and nurturing towards all children. She adapts their care routines according to their individual needs. For example, she recognises when younger children become tired and encourages them to sleep to follow their routines from home.
- The childminder evaluates her practice and seeks the views of parents. She continues to maintain her good quality provision and continuously makes improvements. Parents are very complimentary about the childminder's care and attention and comment that she goes 'over and above' what they would expect her to do.
- The childminder accesses regular training opportunities. For example, she has recently attended training to refresh her skills and knowledge in promoting positive behaviour with children.

### It is not yet outstanding because:

- On occasions, quieter and less confident children are not fully encouraged and supported to contribute their thoughts and ideas during play.
- The organisation of group activities does not consistently promote the involvement of younger children to help to maximise their learning.

## What the setting needs to do to improve further

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

- provide further support for quieter, less confident children to help them to contribute fully during play and activities
- enhance the organisation of group activities to help younger children to become fully involved.

### Inspection activities

- The inspector observed the quality of teaching during activities and children playing indoors and outside and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated it with the childminder.
- The inspector viewed a range of documents, including a sample of policies and procedures. She checked evidence of the suitability of adults living on the premises.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of written feedback from parents, other childminders and a headteacher from the local primary school. She took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder helps children to learn how to keep themselves safe. For example, she completes road safety projects and shares the information with parents to enable them to continue the learning at home. The childminder's knowledge of child protection procedures is good. She has an up-to-date understanding of the signs of abuse. The childminder understands the procedures to follow in the event of a concern about children's safety or welfare. This helps to protect children from harm. The childminder ensures that timely interventions are secured when she highlights any gaps in children's learning. For example, she works with parents to make referrals to outside agencies to help children receive specialist support when required.

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

The childminder plans a variety of activities that children enjoy. Older children are challenged to find pictures of different animals outside. They are self-motivated and show delight when they discover where they are hiding. The childminder talks about the animals children have found, where they might live and the sounds they make. The childminder develops children's understanding of the world and helps them to develop their pencil control. Children are encouraged to match animals on a printed sheet and use a pen to indicate what they have found. The childminder engages younger children in exploring a basket of everyday items. Children become deeply engrossed as they use their hands to touch and manipulate the items. The childminder models simple language as children explore. She helps them to develop their physical skills and coordination as well as helping to extend their language skills. All children enjoy playing with dough. They concentrate as they use their fingers and tools to manipulate it into different shapes. This supports children to strengthen their finger muscles and develop the skills needed for early writing.

### Personal development, behaviour and welfare are good

Children enjoy a range of outings. For example, they attend a session at the local library each week. This helps children to develop their social skills and encourages them to develop an interest in books and stories. Children's independence is well supported. For example, older children are encouraged to wipe their noses and clean their faces after eating and younger children confidently feed themselves with a spoon. The childminder supports children to follow healthy lifestyles and provides nutritious food and snacks. Children are confident and behave well. The childminder encourages children to share and take turns with their friends.

### Outcomes for children are good

Younger children are developing good communication skills. They repeat familiar sounds and use words that are of interest to them, such as 'cat'. Older children are developing the skills required for future learning. They make good attempts to copy the letters in their names. Children are all working within the typical age bands for their age and are making good progress from their starting points.

## Setting details

<b>Unique reference number</b>	311987
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1090753
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	30 March 2015
<b>Telephone number</b>	

The childminder registered in 1989 and lives in the Dukinfield area of Stockport. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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