

# Childminder Report

## Inspection date

11 June 2018

Previous inspection date

30 April 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

- Parent partnerships are good. Parents regularly read their children's learning and development records and are fully aware of how to support children's continued learning at home.
- The childminder attends a wide range of targeted professional development opportunities. She has recently completed letters and sounds training, and adapts her teaching in early literacy to accommodate new skills. Training positively impacts on the quality of practice and outcomes for children.
- Children experience a good mix of well-planned and spontaneous activities. This good balance contributes to children's enthusiasm and excitement. Children are well supported and make good all-round progress.
- The childminder is a positive role model. She is polite and demonstrates how to use good manners. Children learn how to be respectful and manage their emotions effectively. Children behave well.
- The childminder carefully observes children's play. She monitors children's progress and plans exciting activities to support next steps in learning.

### It is not yet outstanding because:

- The childminder's current self-evaluation systems are not fully established to drive development at the highest level.
- Information gathering from parents when children first start attending is not extensive enough to include children's abilities and promote targeted teaching immediately.

## What the setting needs to do to improve further

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

- embed self-evaluation procedures further to drive ongoing and continual improvements and extend already good practice
- extend the range of information gathered from parents when children first join the setting and help to support children's development rapidly.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 several discussions with the childminder. She looked at relevant documentation used to support the childminder's practice.
- 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

Safeguarding is effective. Children's safety and welfare are given high regard by an attentive and considerate childminder. The childminder regularly attends safeguarding network meetings, delivered by the local authority. Her knowledge of how to identify and report child protection concerns is very secure. This promotes children's welfare. Risk assessment procedures are effective, to help the childminder identify and minimise potential hazards to children. For example, the childminder assesses the temperature of water prior to children washing their hands and reminds children to hold on when jumping on a small trampoline. Children remain safe and secure in the childminder's care.

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

The childminder has high expectations of children and provides sufficient challenge to extend learning. For example, children's growing interest in mathematics is incorporated into challenging games. Children are encouraged to count beans they plant. This contributes to their sequential counting skills. The childminder makes the most of unplanned activities to extend children's learning. For example, children engage in detailed discussion about how to keep themselves safe when cutting with scissors. This promotes children's conversational skills and personal self-care knowledge. Small-group activities contribute to children's listening and attention skills. Children follow instructions well and participate in group tasks. For instance, children actively participate during interactive story sessions and develop a positive, enthusiastic attitude to reading. Children remain curious and enthused by an exciting programme of activities.

### Personal development, behaviour and welfare are good

Friendships are well established. Children enjoy sharing experiences with each other. For example, children play with toy farm animals together, interacting with each other and playing cooperatively. This contributes to children's social skills and emotional stability. Children show they feel secure as they happily play and interact with confidence. The childminder regularly praises children and acknowledges achievements, to reinforce children's self-esteem. Children enjoy healthy, homemade snacks and meals. They discuss how much they enjoy their food and ask for more. Children develop a positive attitude to healthy eating. Children are physically active and exercise regularly. For instance, they dance, jump and twirl to music, promoting their good physical health.

### Outcomes for children are good

Children develop a thirst for learning. They concentrate, solve problems and approach new tasks with enthusiasm. Children investigate a range of technology toys. This helps them to learn how things work and develop critical-thinking skills. For example, children press buttons and anticipate the noises they create. Children develop fabulous mathematical skills. They count, calculate and recognise various shapes. Children begin to learn how to tell the time and recognise numbers on a clock. Children make good progress from their starting points and prepare well for the eventual move to school.

## Setting details

<b>Unique reference number</b>	301344
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1090525
<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 - 6
<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>	30 April 2015
<b>Telephone number</b>	

The childminder registered in 1994 and lives in Greenfield, Oldham. She operates all year round, from 7.45am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder offers funded places for three-year-old children.

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