

Childminder Report

Inspection date	19 June 2018
Previous inspection date	2 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 develops good partnerships with parents. She invites parents to read their children's learning record and provides clear, simple ideas for them to continue learning at home. A collaborative approach to children's care and learning impacts positively on children's progress.
- Systems to observe, assess and monitor children's progress are effective. The childminder regularly adds to children's learning profiles and builds a detailed picture of children's stage of development. She uses this information to help her plan targeted activities and narrow gaps in learning, as these emerge. Children make good progress.
- Children learn to be kind and caring. This helps to foster children's emotional security and promotes good friendships. Children behave well, share toys and play cooperatively.
- The childminder engages in a range of teaching strategies to support children's emerging communication and language skills. She speaks slowly, clearly and repeats words to help promote accurate pronunciation. Children communicate well.

It is not yet outstanding because:

- Although the childminder is highly attentive to children's needs. At times, she does not make the most of opportunities to support children's independence, such as when she completes tasks for children, preventing them from trying themselves.
- The childminder has not yet fully established links with other settings children attend, to share her wealth of knowledge relating to children's skills and promote a joined-up approach to children's learning.

What the setting needs to do to improve further

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

- extend children's already good levels of independence and make the most of opportunities, as these arise, for children to do more things for themselves.
- strengthen links with other settings children attend and establish a joined-up approach to children's learning and support progress even more.

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 a number of 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

Arrangements for safeguarding are effective. The childminder knows how to identify, record and report child protection concerns, to help promote children's welfare. The childminder is ambitious. She is motivated and this positive disposition helps to drive ongoing improvements. Self-evaluation systems are regularly revisited to ensure priorities to improve are quickly addressed. Furthermore, the childminder completes a range of training, above mandatory requirements. For example, she has recently completed training associated with data protection to ensure her practice is compliant with legislation in this area. Training impacts positively on the quality of practice.

Quality of teaching, learning and assessment is good

The childminder plans a range of child-centred activities. She incorporates children's preferences into the variety of games. This helps to excite children in their play. For example, the childminder provides an abundant range of activities linked to children's current interest in football. Children enthusiastically engage in fun games and are motivated to learn. The childminder is a skilful and sensitive teacher. She provides good support and suggests ideas to extend children's learning. For instance, children choose to dig in stones and pebbles. Children are encouraged to find shiny, big and small stones. Children eagerly complete this task. They develop their concentration, teamwork and problem-solving skills. The range of activities is varied and children enjoy their learning.

Personal development, behaviour and welfare are good

The childminder creates a safe, secure and supportive environment. She is attentive to children's safety and welfare. The childminder reminds children to remain seated when they eat snacks outside, to prevent them from choking. She asks children to cover their mouths when they cough and wash their hands regularly. Well-observed hygiene and safety routines help to promote children's health and welfare. Children enjoy fresh air and vigorous exercise daily. They are provided with a wealth of experiences within the local community to extend their growing physical skills. Children navigate large-scale play equipment at local parks and soft-play centres. The activities the childminder provides contribute to children's physical confidence and health. Children enjoy the childminder's company. Positive relationships contribute to children's self-esteem.

Outcomes for children are good

Children acquire a range of key skills in preparation for the next stage in their learning and the eventual move on to school. Children are physically active. They kick and chase footballs, climb, run and jump outdoors. Children begin to develop their mathematical skills. For instance, they recognise shapes and solve problems when completing jigsaws. Children are eager to learn. They are inquisitive and regularly ask questions and discuss their experiences, contributing to good language skills. Children enjoy reading and listening to stories. They turn pages of books, recount the main events in stories and describe illustrations. Children make good all-round progress from their starting points.

Setting details

Unique reference number	EY318196
Local authority	Oldham
Inspection number	1092547
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	6
Name of registered person	
Date of previous inspection	2 June 2015
Telephone number	

The childminder registered in 2006 and lives in Chadderton, Oldham. She operates all year round, from 6.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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