

Childminder Report

Inspection date

25 June 2018

Previous inspection date

14 January 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

- Children are settled and happy. They share caring and supportive relationships with the childminder. This helps to foster their emotional security and enhances their sense of belonging. The childminder promotes positive behaviour and children play cooperatively.
- The childminder shares information well with parents. This contributes to providing continuity in children's learning and their individual care routines.
- The childminder is experienced and creates a warm and welcoming environment for children. She provides a broad range of activities to promote all areas of their learning.
- The childminder makes regular observations and assessments of children's development. She plans next steps to help them to make progress in their learning.
- The childminder plays alongside children and talks about what is happening. This helps to support their understanding and fosters their language development.
- The childminder attends mandatory training and shares ideas with other childminders. This contributes to promoting her professional development.

It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of opportunities to support children's critical-thinking skills fully.
- Sometimes, the childminder does not maximise opportunities to promote children's self-care skills.

What the setting needs to do to improve further

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

- provide more opportunities to extend children's critical-thinking skills further
- enhance opportunities to maximise children's self-care skills.

Inspection activities

- The inspector went on a tour of the premises used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children during the inspection.
- The inspector looked at a selection of documentation, including children's learning records, parents' written comments, safeguarding procedures and training records.
- The inspector considered evidence of suitability checks carried out for all adults living or working in the home.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has recently attended safeguarding training and has a secure knowledge of potential signs and symptoms of abuse. She understands the correct procedures to follow in the event of a concern regarding children's welfare. The childminder uses effective risk assessments to help to maintain a safe learning environment. She monitors children's learning and shares this well with parents. This helps to highlight and close gaps in children's individual development. The childminder gathers the views of parents to help to evaluate the quality of her provision. Parents' comments suggest that children are extremely happy to attend and that they are well supported by the childminder.

Quality of teaching, learning and assessment is good

The childminder provides activities that children enjoy. This contributes to them being motivated, enthusiastic learners. The childminder models words and actions for children to copy. She builds on their interests and follows their ideas. Children engage in activities for sustained periods. For example, they explore cause and effect as they pour water over a wheel to make it turn. The childminder encourages children to compare the size of objects, to count and to name different shapes. Children are learning to recognise numerals. This helps to foster their mathematical development. The childminder reads stories and asks children questions about what they have heard. This contributes to supporting their literacy skills and their language development.

Personal development, behaviour and welfare are good

The childminder knows children well. She is a positive role model and uses clear explanation to support expectations of behaviour. The childminder encourages children to be kind to each other and to use good manners. She promotes children's physical development through a range of activities. For example, they enjoy climbing on equipment at the park and at the soft-play centre. Children are learning to take appropriate risks in their play. For example, they pedal bicycles at speed and are skilled at changing direction. The childminder fosters children's awareness of diversity. She plans regular outings into the local community to help to broaden children's experiences. For example, they attend local museums, visit country parks and enjoy journeys on the train.

Outcomes for children are good

All children make good progress in their learning. They attend local toddler groups and mix with other children. This helps to support their social skills. Children are learning to recognise some of the letters in their name. They enjoy making marks with a variety of materials. This helps to promote their literacy skills. Children listen carefully to the childminder and follow her instructions. They make some choices about healthy foods. For example, they decide which fresh fruits they want to eat after lunch. Children are inquisitive. They are gaining skills that will help them in the next stage of their learning.

Setting details

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|------------------------------------|---|
| Unique reference number | 312111 |
| Local authority | Tameside |
| Inspection number | 1090755 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 1 - 12 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Name of registered person | |
| Date of previous inspection | 14 January 2015 |
| Telephone number | |

The childminder registered in 1998 and lives in Guide Bridge in Ashton-Under-Lyne. She operates all year round, from 7am to 6pm on Monday to Friday, except for bank holidays and family holidays.

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