

# Childminder Report

**Inspection date**

28 June 2018

Previous inspection date

18 June 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

- The childminder works closely with parents. Open two-way communication promotes seamless routines, care and learning opportunities, between home and the childminder's setting. Children quickly settle and are ready to learn.
- The quality of teaching is consistently strong. The childminder participates in children's games and guides children's play to build on their existing skills. Children are well supported by a skilful teacher and make good progress.
- The childminder engages in good techniques to support children's language and communication skills. She adapts her practice to ensure her interactions are age appropriate. For example, repetition and clear speech are used to support young children's language development and older children engage in complex dialogue.
- The childminder completes observations of children's progress. She reflects on their abilities and plans activities suitably challenging to support continuous development.
- The childminder has a natural approach to caring for children. She is gentle, kind and swiftly meets children's individual needs. Children flourish emotionally as they share warm bonds with a nurturing childminder.

### It is not yet outstanding because:

- The childminder's self-evaluation procedures are not yet fully established. Priorities to improve are not sufficiently precise to drive improvements to an outstanding level.
- At times, children are not always provided with opportunities to make healthy choices about their drinks, to impact further on their already good physical health.

## What the setting needs to do to improve further

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

- extend self-evaluation procedures and identify precise plans to improve and develop the service at an outstanding level
- consider further ways of encouraging parents and children to make healthy choices about drinks, and improve their already good health even further.

### 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 spoke with parents and took account of their views.

### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder remains vigilant at all times regarding child protection. She has detailed knowledge of how to identify, record and report concerns that may suggest a child is at risk from harm. This promotes children's welfare. The childminder has a positive attitude to her professional development. She recognises the benefit on ongoing training, to ensure her skills and knowledge are up to date. For example, regular safeguarding refresher training is completed and impacts positively on the childminder's skills in this area. The childminder implements very detailed systems for assessing and tracking children's progress. She closely monitors children's development and quickly addresses gaps in learning as these arise.

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

The childminder closely incorporates children's interests into their play. This promotes children's enjoyment in their learning and they have great fun. For instance, children show an interest in imaginative role play. They develop their ideas as they pretend to visit the beach. They become deeply engaged in their learning and concentrate well. The programme of activities is stimulating and children access a well-equipped environment to support their development. For instance, children independently access a rich array of quality toys, both indoors and outside. Activities are effectively used to help children practise new-found skills. For example, they are encouraged to count bubbles, compare the sizes of bubbles and talk about the different shapes. Children extend their knowledge of mathematical concepts, such as numeracy, shapes and measurements.

### Personal development, behaviour and welfare are good

Children behave well. Friendships are established and children enjoy the company of their peers. This contributes to children's social skills and emotional well-being. Children enjoy fresh air and exercise daily, contributing to their good health. For instance, the childminder comments she regularly chooses to walk rather than travel by car. The childminder provides regular praise and encouragement for children. She repeatedly uses positive reinforcement to acknowledge children's efforts and achievements. This helps to build children's self-confidence and self-esteem. Children gain fabulous independence as they confidently navigate their way around the childminder's home and select toys with which they wish to play. Self-chosen activities enthuse children and they energetically approach their play. Children are relaxed and enjoy their learning.

### Outcomes for children are good

Children are happy, assertive, self-assured and confident. They have a positive attitude to their learning and enjoy challenges. Babies practise their emerging physical skills as they balance in preparation for walking. Older children run, jump and climb with ease, demonstrating excellent physical coordination. Children make good progress from their starting points and acquire key skills for the next stage in their learning and prepare for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY405805
<b>Local authority</b>	Oldham
<b>Inspection number</b>	1094203
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	

The childminder registered in 2010. She operates all year round, from 8am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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