

# Childminder report

<b>Inspection date</b>	29 August 2018
Previous inspection date	5 February 2016

<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 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

### The provision is good

- Risk assessment procedures are rigorous. The childminder carefully identifies and minimises potential risks. For instance, she is particularly vigilant around safe supervision of children when her pet dog is present. The childminder maintains a safe environment for children to play and learn.
- The childminder is attentive. She continually checks children are happy, safe and secure, to help promote their welfare.
- The childminder encourages children to use their manners and take turns. Children are respectful, polite and behave well.
- The childminder provides a variety of activities to occupy children. Children arrive happy and immediately explore the interesting range of toys available. Children remain busy throughout their time spent in the childminder's care and make good all-round progress.
- The childminder routinely asks parents and children for their views and comments on her practice. She identifies precise targets to improve and drives ongoing development. For instance, when purchasing new resources and equipment, children's opinions and wishes are fully considered. Self evaluation procedures are effective.

### It is not yet outstanding because:

- At times, the childminder's questioning and communication with children are not fully effective to support their thinking and conversational skills at an outstanding level.
- The childminder completes regular observations of children's achievements and tracks their progress. However, she does not make the most of this detailed information to identify precise next steps that inform targeted teaching and help children make the best possible progress.

## What the setting needs to do to improve further

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

- strengthen interactions with children and extend their already good thinking and conversational skills to an outstanding level
- extend observation and assessment procedures and identify even more precise next steps, to inform targeted teaching and have an impact on outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 and reviewed suitability evidence of all persons living in the house.
- 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 leadership and management is good

Arrangements for safeguarding are effective. The childminder and her assistant have recently completed safeguarding training to ensure their knowledge is up to date. The childminder understands how to identify and report child protection concerns if these arise. She has a detailed safeguarding policy and all necessary reference information available to make a swift referral to relevant agencies if necessary. Good partnership working with parents promotes consistency for children. Parents comment positively about the childminder's attentive nature and caring practice. The childminder closely supervises her assistant to promote consistent quality. She meets with her assistant regularly to discuss plans and build effective teamwork. Extensive recruitment procedures, such as references and identity and qualification checks, are implemented to help ensure children's welfare.

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

The childminder provides activities linked to children's interests. For instance, children particularly enjoy messy activities. They explore paint and create pictures, developing their imagination and exploratory skills. Children independently develop their ideas through play, contributing to excellent self-confidence. For instance, children choose to paint their hands. They concentrate and extend their coordination skills when undertaking this task. The childminder enthusiastically joins in children's games. She guides their learning and suggests ideas to extend their development, overall. For example, children are challenged to predict the colours they create when mixing different paints together. This contributes to children's engagement and problem-solving skills. Children are stimulated by a programme of interesting and age-appropriate activities.

### Personal development, behaviour and welfare are good

Children of all ages mix together in this busy and social setting. Children develop great friendships and enjoy the company of others. Children independently complete everyday routines tasks without prompting. For instance, children wash their hands, feed themselves and manage personal care needs. Children cooperate well and are highly independent. Children are confident, happy and self-assured in this friendly, family home. Children enjoy daily trips and outings. They experience regular fresh air and exercise to promote good physical health.

### Outcomes for children are good

Children make steady progress from their starting points and develop an array of skills. They are well prepared for the next stage in their learning and the move to school. Children hold paintbrushes and make marks with intention and precision in preparation for early writing. Children are social and confident in group situations. Children are motivated, happy and enthused in their learning.

## Setting details

<b>Unique reference number</b>	EY344785
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065411
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	5 February 2016

The childminder registered in 2006 and lives in Oldham. She operates all year round, from 6am to 6pm Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder works with an assistant.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

