

Childminder report

Inspection date	17 October 2018
Previous inspection date	10 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder makes good use of observations to accurately assess what children know and can do. She has a secure understanding of how to plan challenging activities that capture their interest and help them to move on to the next stage in their learning. Children make good progress.
- The childminder provides children with a wide range of good quality resources and a stimulating environment. Children have fun and are fully engaged in their learning and play. They stay at the activities they enjoy for long periods of time and demonstrate good levels of concentration and perseverance for their age. Children develop a positive attitude to learning in readiness for school.
- Children make close relationships with the childminder who is extremely sensitive and caring. They thrive in the welcoming, nurturing environment and demonstrate high levels of emotional security, confidence and self-esteem.
- Partnerships with parents are strong. The childminder shares information with parents about children's learning and progress and supports them to help their children's learning at home. She seeks detailed information from parents about children's learning and development when they first start which helps to enrich the planning process for children's next steps in learning.

It is not yet outstanding because:

- There are occasions when creative activities are too adult-led and focus on an end product rather than the learning that is taking place. This does not help children to express their own thoughts and ideas and enhance their creativity.
- The arrangements for working in partnership with schools that some children also attend is not highly effective. This does not help to promote high levels of consistency and continuity for these children.

What the setting needs to do to improve further

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

- enhance opportunities for children to create unique representations in their artwork to help promote their self-expression
- strengthen the links between the setting and schools to help promote high levels of consistency of care and learning for all children.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to the childminder and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents from written feedback obtained by the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's records, evidence of the qualifications of the childminder and the suitability of other adults living on the premises.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder identifies and successfully minimises potential risks in her home. She keeps her safeguarding knowledge up to date and has a good understanding of the referral procedures to follow should she have concerns about the health or welfare of a child. The childminder uses self-evaluation effectively to identify her strengths and areas for further development. She seeks out opportunities to improve her knowledge and skills and keeps up to date with new initiatives and legislation. The childminder closely checks children's learning and completes regular summaries of their progress. This helps her to swiftly identify any gaps in their development and seek external intervention, if necessary.

Quality of teaching, learning and assessment is good

The childminder has a good knowledge of the developmental needs of the children she cares for. She plays alongside children to enhance their learning and extend their communication and language skills. For example, when children take on the role of the doctor, she pretends to be the patient. The childminder asks children to check her blood pressure and temperature. Children wrap the childminder's arm in a bandage. They give her 'injections', listen to her heartbeat with the stethoscope and take her temperature by putting the thermometer under her arm. Children have a good understanding of how to use the medical equipment. This helps them to develop a good knowledge and understanding of the world around them. Children use tweezers to pretend to take a splinter out of the childminder's hand. This helps them to develop good small-muscle control and coordination in readiness for writing when they go to school.

Personal development, behaviour and welfare are good

Children are extremely happy and well settled in the setting. The childminder is an excellent role model and teaches children how to behave appropriately. She is highly skilled at managing minor conflicts, such as when young children find it difficult to share. For example, she distracts children with different resources and calmly talks to them about taking turns. Children access a wide range of resources and activities that helps them to learn about the similarities and differences between people and communities beyond their own experience. The childminder provides children with opportunities for fresh air and exercise and promotes healthy eating. Children learn about foods that are good for their bodies. This contributes to their good health and well-being.

Outcomes for children are good

Children make good progress based on their individual starting points. They develop a wide range of skills that helps to prepare them for the move to school. Children choose and select resources for themselves and learn to manage their self-care needs independently. They develop a secure understanding of how to keep themselves safe. For example, children know that they need to tidy away resources so that they do not trip over them.

Setting details

Unique reference number	505090
Local authority	Oldham
Inspection number	10065367
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 December 2015

The childminder registered in 1998 and lives in Royton, Oldham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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