

Childminder report

Inspection date	5 November 2018
Previous inspection date	24 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 is an experienced and knowledgeable practitioner. She holds qualified teacher status and has cared for children for many years. She regularly evaluates her service to ensure it meets the needs of children and families.
- The childminder offers a range of activities which motivates children and engages them in learning. Children are active learners who enjoy exploring their environment.
- Children have built warm attachments with the childminder. Children who have recently started being cared for are content and settled. The childminder nurtures children's care needs well and supports their emotional well-being.
- Partnerships with parents are in place. The childminder shares daily information about the activities children have enjoyed. Parents are complimentary about the care their children receive and particularly value the weekly outings in the local area.
- The childminder supports children's developing physical skills well. She offers daily outdoor play and ensures resources are age appropriate. She takes children to playgroups with larger equipment that promotes different physical challenges.

It is not yet outstanding because:

- The views of parents are not consistently sought to inform processes of self-evaluation.
- The childminder is considering further ways to gather ongoing information from parents about children's development.

What the setting needs to do to improve further

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

- develop processes of self-evaluation by seeking the views of parents, to drive further improvement
- strengthen ways of gathering information from parents, to inform processes of ongoing assessment.

Inspection activities

- The inspector observed the quality of teaching during a range of activities and assessed the impact this has on children's learning.
- The inspector spoke with children and the childminder during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at documentation, such as children's development records, a sample of policies and procedures, processes of assessment and training records.
- The inspector looked at written comments to take account of the views of parents.

Inspector

Elisia Lee

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of whom she must inform should she be concerned about a child's welfare and is vigilant about children's safety. For example, she ensures that the identification of visitors is always checked prior to entry to the premises. She completes daily safety checks to ensure the environment is safe for children and considers potential risks for different activities, such as when she goes on an outing. The childminder attends training opportunities and refreshes her knowledge regularly. Partnerships with other professionals are in place. For example, she has close partnerships with a group of childminders who regularly meet to share good practice. The childminder tracks children's progress consistently to identify any gaps in their development.

Quality of teaching, learning and assessment is good

The childminder has a thorough understanding of the early years foundation stage and observes children as they play to identify their developmental stage. She plans activities by observing children to identify their natural interests. She is skilful in initiating play and encourages children to be independent explorers. The childminder supports early language skills well. For example, she sings repetitive rhymes, repeats words as children play with bubbles, such as 'pop pop', and provides a running commentary as children play. She encourages early problem-solving skills as children use stacking rings and press buttons on an interactive resource to make interesting noises. Children enjoy interacting with the childminder as they play.

Personal development, behaviour and welfare are good

The childminder creates a warm and homely environment where children settle quickly. She offers settling-in sessions and talks extensively with parents about children's care and learning needs. She builds positive relationships with children through play. For example, children wave their arms and giggle with delight as the childminder plays 'peek-a-boo' with them. The childminder is very aware of children's care needs, such as when they need to sleep or require a comforting hug. The childminder encourages positive behaviour through consistent praise and uses stickers for older children to celebrate their positive behaviour. Children learn about the wider world. For example, they take part in weekly sessions in a local forest where they develop their senses and explore the natural world.

Outcomes for children are good

All children are progressing well from their starting points. They choose their own resources, express their needs and enjoy exploring the environment. Young children join in with rhymes and enjoy babbling as they explore making sounds. Children develop confidence and the skills they need to support their future learning.

Setting details

Unique reference number	EY467466
Local authority	Rochdale
Inspection number	10080321
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 9
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 January 2018

The childminder registered in 2013 and lives in Middleton, Manchester. She operates Monday to Friday from 7.30am to 5.30pm with flexibility, all year round, except for bank holidays and family holidays, which are taken in the school holidays. The childminder holds qualified teacher status. The childminder provides funded early education for two-, three- and four-year-old children.

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.

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