

Childminder report

Inspection date	5 November 2018
Previous inspection date	6 March 2014

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 is well qualified and experienced. She provides a wide range of interesting activities and play materials. Children are encouraged to choose their own tasks, which helps to promote their independence and decision-making skills. They are motivated and independent learners and make good progress.
- The childminder is particularly skilled at helping children to develop good communication and language skills. She provides a running commentary to describe what children are doing and introduces new words to help extend their vocabulary. Children are confident communicators.
- Babies and children are happy and well settled in the childminder's care. The childminder is extremely sensitive and caring and children thrive in the welcoming, nurturing environment. Children develop high levels of emotional security and self-esteem. Care practices are effective and successfully help to promote children's good health and well-being.
- Partnerships with parents are very strong. The childminder works closely with parents to share information about children's care and development. This helps to strengthen links between the setting and home and promote extremely good consistency and continuity of care and learning for all children.

It is not yet outstanding because:

- The childminder does not consistently provide a wide range of opportunities for children to learn about the similarities and differences between people and communities to help enhance their knowledge of the wider world.
- Self-evaluation is not sharply focused on targeting priorities for future development to help raise the quality of the setting to an outstanding level.

What the setting needs to do to improve further

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

- provide a more extensive range of opportunities for children to learn about the similarities and differences between people and communities to help enhance their knowledge of the wider world
- build on the already good arrangements for self-evaluation to target clearly priorities for improvement to help raise the quality of the setting to an outstanding level.

Inspection activities

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

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an excellent understanding of the referral procedures to follow should she have concerns about the health or welfare of a child. Children's safety is central to the childminder's practice and features strongly in everything that she does. The childminder is fully committed to her role as an early years practitioner. She seeks out relevant training to help improve her knowledge and skills and keep up to date with new initiatives and legislation. The childminder completes regular summaries of children's development to track their progress. These help her to identify any gaps in their learning swiftly, and seek external support, if necessary.

Quality of teaching, learning and assessment is good

The childminder has an excellent knowledge and understanding of the current and future learning needs of the children in her care. She makes good use of detailed information she receives from parents about children's development when they first start. She has an in-depth knowledge of children's starting points, which helps her to plan activities that build on children's prior knowledge and skills. Children confidently explore the environment and move rapidly towards the resources that interest and excite them. They enjoy throwing balls into a bucket, investigating water wheels and exploring what happens when they press the buttons on a toy. This helps them to develop good physical skills and enhance their understanding of technology. Babies quickly develop the confidence to climb up the steps of a slide, reassured by the childminder who remains close by to offer help if they need her. Children persevere and eventually succeed, developing physical skills and confidence in their own ability. The childminder sensitively joins in children's play and is a positive role model. She introduces new ideas and equipment to extend children's learning further. For example, when babies make sounds by banging objects together, the childminder provides pans and spoons to encourage them to make different sounds.

Personal development, behaviour and welfare are good

The childminder initially agrees a gradual settling-in procedure with parents to help children feel emotionally secure when care begins. Each child has a photograph album in the setting, which contains pictures of their family. This enables the childminder to talk to children about significant people in their lives and enhance the settling-in process further. The childminder offers regular praise and encouragement during children's play to reinforce positive behaviour. She teaches children to respect each other, be kind and caring, and that their actions affect the feelings of others. Children behave well. The childminder provides children with a wealth of opportunities to access fresh air and enjoyable exercise. This contributes to their good health and well-being.

Outcomes for children are good

Children make good progress in their learning and development from their starting points. They use their good handling skills to operate interactive toys. They are eager to try new experiences and are equipped with the necessary skills to help them to succeed in the next stage of their development, including school.

Setting details

Unique reference number	EY256676
Local authority	Rochdale
Inspection number	10059810
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	6 March 2014

The childminder registered in 2003 and lives in Middleton, Rochdale. She operates from Monday to Friday from 7.30am until 6pm all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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