

# Childminder report

<b>Inspection date</b>	12 December 2018
Previous inspection date	17 March 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 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 is a reflective practitioner, she evaluates her setting well and consults with parents when deciding on new areas to develop. She identifies her strengths and areas for development and makes plans for moving forward. For example, she has a clear strategy for the training she wishes to complete in the near future.
- The childminder skilfully supports children's language development, including those children from a multi-lingual background. She consistently communicates with children. For example, she narrates what they are doing, she asks them questions and she helps extend their vocabulary and labels the objects they are playing with.
- The childminder values diversity. It is central to the care she provides. The childminder creates an inclusive environment for all and works closely with families to ensure all needs are met. For example, she supports children to learn about families who are different from their own through sensitive discussions.
- Young children demonstrate impressive levels of understanding which prepares them well for school. They follow simple instructions. Children watch what adults do carefully and attempt to copy their actions. Young children skilfully indicate to adults what they would like them to do or get for them.
- Although the childminder has outdoor provision, she identifies that development of the area is needed to better support those children who prefer to learn outside.
- The childminder develops good links with schools. However, they do not always share high-quality information about children's development and progress. This means consistency of learning between school and the childminder is not as effective as it could be.

## What the setting needs to do to improve further

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

- enhance the outdoor provision to provide even more access for those children who prefer to learn outside
- build on the already good relationships with schools to enhance the sharing of high-quality information about children's development and next steps in learning.

### Inspection activities

- The inspector took a tour of the setting and considered the learning environment.
- The inspector observed interactions between the childminder and the children and observed a planned activity.
- The inspector held discussions with the childminder about her evaluation of the setting and the future priorities for improvement.
- The inspector viewed parent's testimonials and took their opinions into consideration.
- The inspector evaluated documentation, such as the assessments of children's development.

#### Inspector

Karen Bingham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder identifies signs and symptoms of abuse and knows how to report any concerns she may have about a child or adult. The childminder ensures mandatory training is up to date and all necessary documentation is maintained. The childminder develops her professional knowledge through her own research, consulting statutory guidance and studying information from professional bodies. Children's development is regularly monitored. The childminder works alongside parents to assess children's progress and set targets for the next stage in their learning. The childminder also ensures parents are well informed. She reports to parents how their children have been during the day, both verbally and through the use of a diary.

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

The childminder teaches very well. She observes what children are interested in and their individual learning styles. The childminder helps them to develop their learning by expanding on what motivates them. For example, a young child's fascination with wheels leads to activities with anything that rolls. They crawl after rolling balls and spin the wheels on a baby walker. The childminder supports the physical development of young babies. For example, as children become ready to pull themselves to their feet, she puts toys on furniture to encourage them to do this independently. The childminder makes use of spontaneous events to help children gain an understanding of the natural world. For example, children talk about and research what bees do in winter after they spot a swarm of bees nesting in an oak tree. The childminder utilises the local community to support children's learning. For example, she takes pictures of foods to the supermarket so that children can match them to the real item.

### Personal development, behaviour and welfare are good

The childminder helps children to thrive. She ensures all their welfare needs are met in a caring and nurturing environment. The childminder supports children to settle quickly. She gathers information about new children to make sure she understands their needs and creates individual plans for each child. For example, she encourages very shy children to build relationships with others. The childminder promotes robust hygiene routines. For example, each time children wash their hands they are provided with a fresh cloth to dry their hands on. This helps to reduce cross contamination and aids children's health.

### Outcomes for children are good

Children progress well and comfortably develop within the expected levels for their age. Children learn independence skills. They wash their own hands and attempt to feed themselves soup with a spoon. Young babies learn how to pull themselves into a sitting position when they have toppled sideways. Children show determination in trying to achieve a goal. For example, they concentrate intently until they have inserted a doll's dummy into its mouth. Young babies gleefully explore sound. They shake different objects until they get a sound they like.

## Setting details

<b>Unique reference number</b>	EY373307
<b>Local authority</b>	Bury
<b>Inspection number</b>	10070096
<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>	0 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	17 March 2015

The childminder registered in 2008 and lives in Ramsbottom. She holds a relevant childcare qualification at level 3. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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)

