

Childminder report

Inspection date	7 January 2019
Previous inspection date	15 July 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

This provision is good

- Children are cooperative, use good manners and are well behaved. The childminder is a positive role model and demonstrates how to be patient and take turns. Children learn that 'sharing is caring'.
- Children enjoy the positive involvement of the childminder during their play. She plays alongside them, talking to them about what they are doing and making suggestions to help them to extend their own play and learning.
- Children settle well. They have a warm bond with the childminder and are confident to choose their own toys and activities.
- Children are safe in the childminder's home. She supervises them very well and talks to them about how to keep themselves safe. She provides clear explanations as to why they need to clear toys from the floor so that children understand what she expects of them.
- Partnerships with parents are strong. Parents comment positively on the care that the childminder provides for their children and say they are kept up to date with their children's progress. They state children enjoy a 'fun filled, educational day' and would highly recommend her to other families.
- Sometimes, the childminder does not make the most of all opportunities that arise to focus on children's identified next steps in learning.
- The childminder does not always make the best possible use of her self-evaluation system to set clear targets to improve her practice further.

What the setting needs to do to improve further

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

- refine teaching to focus even more precisely on what children need to learn next, to help them to make the best possible progress in their learning and development.
- improve the rigour of the self-evaluation process, and focus on identifying targets to help children to make even better progress in their learning and development.

Inspection activities

- The inspector observed the quality of teaching during activities and experiences available to children.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector took account of the views of parents through their written feedback.
- The inspector held a meeting with the childminder, sampled relevant documentation and checked evidence of suitability to work with children.

Inspector

Linda Shore

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is very clear about the action she must take to record and report any concerns to protect children from harm. The childminder ensures all required training is up to date and regularly reviews her policies and procedures to underpin the efficient and safe running of the setting. The childminder reviews the progress children make to ensure that any gaps in their learning and development are quickly identified and supported. The childminder regularly reviews her provision to improve outcomes for children. She works closely with parents, communicating verbally and through her online monitoring system. This helps her to enhance children's learning while they are with her and provide advice for parents to help all children achieve and make good progress at home.

Quality of teaching, learning and assessment is good

Children play in a welcoming, friendly environment with a good range of interesting and freely accessible, age-appropriate resources. The childminder plans enjoyable ways to support children's understanding of mathematical concepts and language. As children arrange a variety of animal figures, the childminder uses positional language to describe how the kangaroo is next to the goose, and the goose is behind the octopus. Children develop a wide vocabulary and the childminder supports their understanding of how to form the words by modelling clear pronunciation.

Personal development, behaviour and welfare are good

The childminder develops friendly, caring relationships with children. She helps them to learn about the wider world and gain confidence in different situations. For example, children develop the skills they need to play in larger groups as they visit play centres and playgroups. Children have a variety of opportunities to learn about the wider world. The childminder actively promotes kindness and good behaviour. Mealtimes are social occasions where children's self-care skills are encouraged. The childminder works with parents to ensure she gets to know children well before they start by offering settling-in sessions. This helps to ease the change for parents and children.

Outcomes for children are good

All children are working within the expectations of their age and make good progress from their individual starting points. Children access a wide range of small-world characters to support their interests and build on their imaginative skills. They build friendships and show respect towards each other. Children make independent choices in their play and are curious and active learners. They are developing the necessary skills for their future learning, including their eventual move on to school.

Setting details

Unique reference number	EY101064
Local authority	Oldham
Inspection number	10065376
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	15 July 2015

The childminder registered in 2002. She operates her provision all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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