

Childminder report

Inspection date	22 January 2019
Previous inspection date	30 September 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

This provision is good

- The childminder has good knowledge of the individual children in her care. She knows their strengths and areas for personal development. This means children are well cared for and relationships between the childminder and children are secure.
- Children are beginning to learn about positive behaviour. They understand the expectations for behaviour and are starting to recognise the impact of their actions on their peers. The childminder offers support and comfort, when children are upset and talks to them about their emotions.
- The childminder completes regular observations of children's learning. She carries out assessments and monitors progress to ensure children are moving forward in their development. Learning journals tell the story of a child's educational journey from their starting points.
- Partnerships with parents are strong and allow for conversations to take place about children's learning and achievements. This information helps the childminder to build on her relationships with children and enhance their learning. Parents are extremely complimentary about the care provided by the childminder and the development their children are making under her guidance.
- The childminder has developed good relationships with the local school staff. She communicates regularly with them to share information and to provide continuous emotional support for transitions.
- The childminder regularly reviews her practice and home to help her to make improvements. She focuses these developments to enhance and raise the quality of her care and teaching even further.
- Although the childminder provides focused daily activities for children's learning, she does not fully identify small targets for development. This means the time spent on a particular activity can result in loss of interest and concentration.

What the setting needs to do to improve further

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

- implement alternative strategies to engage children in focused activities to get the best possible outcomes for children's learning

Inspection activities

- The inspector observed activities indoors and assessed the impact they have on children's learning.
- The inspector viewed the areas of the home used for childminding practice.
- The inspector spoke to the childminder and children at appropriate times during the inspection. She took into account the written views of parents.
- The inspector sampled documentation used by the childminder including policies, procedures and children learning journals. Evidence of suitability for all adults living in the home was also checked.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of her responsibility to keep children safe from harm and how to protect them from risks. She is clear about the signs, symptoms and indicators of abuse and has attended recent training to raise her understanding of the more complex issues affecting children. The childminder has a range of policies in place to support safety and understands what procedure to follow should she have any concerns about a child in her care. Children are further protected through robust and regular risk assessments of the childminder's home and for trips out to places of interest, such as the local park or play centres. The childminder has also begun to teach children about managing their own risks and keeping themselves safe. Since her last inspection the childminder has attended training courses to raise the quality of care and teaching.

Quality of teaching, learning and assessment is good

Children enjoy playing with a wide range of resources. They freely access items to explore and enjoy using their imaginations for interactive role play. Children talk to each other and create a world of imaginative fun and fantasy. The childminder supports this play and encourages further discussions by asking questions and giving children time to respond and think. The childminder is teaching children early mathematical skills. She counts, discusses shape, colour and sizes of interlocking bricks with children. Children build rockets and countdowns help to prepare them for lift off. They measure themselves against towers they have made and the childminder uses descriptive language to extend this play even further, such as larger, taller, height. The childminder has begun to help children learn about their world. Children watch the falling snow and talk about how things freeze and the different prints they can see.

Personal development, behaviour and welfare are good

Children learn about the life cycles of insects and the way in which animals grow. The childminder links this to activities for children to learn about living a healthy lifestyle. After reading the story of the hungry caterpillar, children participate in a food tasting activity. They eagerly try all the items the caterpillar ate and discuss if it is a healthy or unhealthy food. This activity is extended to allow children to talk about taste, texture and preference. The childminder is helping children to develop their independence. She supports them in using cutlery to help prepare their own meals and snacks. Young children are developing good self-care skills and they are growing in confidence in toileting and hand washing.

Outcomes for children are good

Children have a natural curiosity which is nurtured and encouraged. They show an eagerness to learn and embrace new activities. Children are beginning to acquire the necessary skills for their future learning and eventual move to nursery or school. Children's social development is moving forward at a good pace and they have developed high self-esteem and positive self-confidence.

Setting details

Unique reference number	EY375899
Local authority	Tameside
Inspection number	10069826
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 September 2014

The childminder registered in 2008 and lives in the Audenshaw area of Tameside. The childminder operates from 7.30am to 6pm, Monday to Friday, all year round, apart from family holidays and bank holidays.

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