

# Childminder report

<b>Inspection date</b>	1 February 2019
Previous inspection date	9 November 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 caring towards children and they thoroughly enjoy their time with her. She teaches children how to be kind, patient and respectful towards other children. Children's behaviour is good. For example, older children are considerate and understand the needs and feelings of younger children.
- The childminder provides a homely and safe environment for children to play and explore in. Children access a good range of toys and resources stored at their level.
- Children benefit from a well balanced and healthy diet. They wash their hands prior to eating and enjoy various outings such as to local parks. This helps to support children's good health and physical well-being.
- The childminder uses self-evaluation, generally, well to help her to identify areas of her service to develop further. Parents' views are gathered and the childminder considers these when making improvements. For example, following on from a parental suggestion, the childminder holds parents' meetings to provide them with information about children's progress.
- The childminder prepares children well for their move to school. For instance, she works with parents to help children to become confident in self-care. Children are also well supported to acquire other skills, such as early reading and writing. For example, they enjoy activities that help them to recognise and begin to write their name.
- The childminder does not always gather ongoing information from parents about children's development at home.
- Occasionally, some creative activities are too adult-led and focus too much on the end product rather than allowing children to express their own ideas.
- The childminder does not have a focused professional development plan in place to help her to develop her teaching skills even further.

## What the setting needs to do to improve further

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

- enhance systems to help gather consistent ongoing information from parents about children's development at home
- adapt the teaching during creative activities to enable children to express their creativity and introduce their ideas to help maximise their learning opportunities
- focus more precisely on developing a programme of professional development that helps to develop the quality of teaching even further.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

**Inspector**  
Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes risk assessments of her home each day. For instance, she thoroughly checks and cleans the areas that pets use before allowing children access. The childminder has a good understanding of the potential indicators of abuse. She knows the correct procedures to follow in the event of a concern about a child's safety or welfare. The childminder is a good role model and she understands her roles and responsibilities well. For example, she demonstrates a good awareness of the adult-to-child ratio requirements and adheres to them. The childminder monitors children's progress effectively. For example, she observes children as they play and she completes observations and assessments regularly. This helps the childminder to identify and plan for what children need to learn next.

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

Children enjoy dancing and singing along to familiar songs. The childminder provides finger puppets and children confidently join in and move their bodies freely to the music. The childminder shares stories with children, based on their interests and stage of development. Younger children enjoy turning the pages and pointing to the pictures with excitement. The childminder models appropriate language clearly and children repeat the words that they hear, such as 'car'. This helps to support children's understanding and helps them to develop their speaking skills. Older children enjoy using books to recall familiar stories. They talk to the childminder about what has happened and is about to happen next. This helps children to develop their good thinking skills further. Children enjoy exploring a tray filled with soil and various resources, such as pots, spoons and vehicles. The childminder plays alongside children and helps to extend their mathematical learning. For example, she counts with children as they scoop and asks them to describe how much they have in their pot. Children describe their quantities using language, such as 'big, bigger' and 'full'.

### Personal development, behaviour and welfare are good

Children of different ages play together well. The childminder also provides children with opportunities to socialise in larger groups, such as at playgroups. This helps to build on children's good social skills and raises their awareness of similarities between themselves and others. Overall, the childminder has good partnerships with parents. Together they share information to support children's emotional well-being. For example, they exchange information each day about children's routines, sleeping patterns and changes that may potentially affect children that day. This helps to provide children with continuity of care.

### Outcomes for children are good

Children make good progress. They excite at engaging in new experiences and overall they maintain good levels of concentration. Children are friendly and sociable around visitors. They demonstrate good self-motivation and independence skills. For instance, younger children feed themselves and older children persevere when dressing themselves, such as putting on their socks.

## Setting details

<b>Unique reference number</b>	EY464134
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065650
<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>	1 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	9 November 2015

The childminder registered in 2013 and lives in the Middleton area of Rochdale. She operates all year, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays.

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