

# Childminder report

<b>Inspection date</b>	25 February 2019
Previous inspection date	29 June 2016

<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 well-qualified childminder completes regular observations and assessments of children's learning to help her to identify what children know and can do. She uses this information effectively to plan challenging activities based on their individual interests and next steps in their learning. Children are motivated learners and make good progress.
- Children enjoy daily outings to the local community and playgroups. The childminder uses these to provide the opportunity for children to mix with a larger group of children and to learn new skills, such as making friendships with others. Children develop a good understanding about other people and the world around them.
- The childminder's and her assistant's nurturing and caring approach helps to promote children's strong emotional security and well-being. Children are well settled and demonstrate high levels of self-esteem and confidence. They are very happy in the childminder's home.
- The childminder and her assistant encourage children to develop healthy habits. They support good hygiene procedures, including teaching children to wash their hands. They help children to understand why this is necessary.
- The childminder does not consistently seek detailed information from parents about their children's existing capabilities on entry. This impacts her ability to track their progress as accurately as possible right from the start and enrich her planning.
- The childminder has not fully developed a system to provide targeted training and help her assistant extend his professional development.

## What the setting needs to do to improve further

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

- strengthen ways to seek initial information from parents about children's prior learning to precisely track their progress from the start
- identify more precisely how the assistant's practice can be enhanced, in order to help children reach the highest level of learning.

### Inspection activities

- The inspector observed children during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector talked to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity with the childminder.
- The inspector looked at relevant documentation, such as children's records and safeguarding policies. She reviewed 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 on questionnaires obtained by the childminder.

### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder fully understands the procedures for recognising and dealing with concerns, to promote and safeguard children's welfare. She ensures her assistant is clear about his safeguarding responsibilities. She holds meetings with her assistant to discuss children's learning and progress. The childminder tracks children's progress carefully to help her to identify any gaps in children's learning and seek external intervention, if necessary. This helps to ensure that all children make good progress. The childminder is proactive at seeking out information and new initiatives to help to improve her practice. Her self-evaluation is effective and includes the views of parents. The childminder successfully identifies the strengths and areas for future development of the provision and regularly makes changes to help to improve outcomes for children.

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

The childminder places a strong focus on helping children to acquire good communication and language skills. She supports them to develop the good physical and social skills they need for the next steps in their learning. For example, she provides a wide range of opportunities for children to develop their small-muscle control and coordination in readiness for writing. During an adult-led activity, children screw lids on bottles and use pipettes to transfer liquid into a bowl. They use scissors with increasing control and skill. The childminder uses a running commentary to describe what children are doing. She introduces new words, such as 'sprinkle', 'weird', 'fizz', 'petal', 'stalk' and 'tonic water', to help to extend their vocabulary. Children thoroughly enjoy taking part in a perfume making activity. They explore flowers, food colouring, oranges and lemons. This helps children to learn using their senses and promotes their natural sense of curiosity.

### Personal development, behaviour and welfare are good

The childminder and her assistant provide children with clear and consistent boundaries. They play alongside them to teach them how to share and take turns. Children develop a mature understanding of how to behave appropriately. Older children are superb role models for the younger children and invite them to join in their play. For example, they help younger children to make marks in paint with paintbrushes and teach them new songs. The childminder talks to children about the importance of choosing healthy food options. Children are involved in making healthy pizzas for lunch, which helps to enhance their learning further.

### Outcomes for children are good

Children make good progress. They develop a good understanding of the rules that help to keep them safe. For example, they know that they must wash their hands before eating to remove germs and to be careful when playing near younger children. Children learn to recognise and write their name and link sounds to letters. They develop a good range of skills, abilities and attitudes that help to prepare them well in readiness for school.

## Setting details

<b>Unique reference number</b>	EY250589
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065661
<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 - 9
<b>Total number of places</b>	12
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	29 June 2016

The childminder registered in 2003 and lives in Rochdale. She operates from 7.30am to 6pm all year round from Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with an assistant. The childminder provides funded education for two- and three-year-old children.

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