Childminder report



| Inspection date | 27 February 20 | 19 | |
|----------------------------------|----------------------|------|---|
| Previous inspection date | 19 April 2016 | | |
| The quality and standards of the | This inspection: | Met | |
| early years provision | Previous inspection: | Good | 2 |

Summary of key findings for parents

This provision meets requirements

- The childminder is very experienced, confident and knowledgeable. She understands how young children learn and she intends to provide an inclusive, welcoming and stimulating setting, to help children to flourish.
- The childminder has a good knowledge of her safeguarding responsibilities. She is aware of how to swiftly record and report concerns, following local authority guidelines. The childminder has a range of child protection guidance available for her reference.
- The childminder intends to work closely with parents and carers to help to provide seamless care and learning for children. She plans to offer families flexible settling-in sessions to get to know children and to help them to settle quickly.
- The childminder recognises the importance of working in partnership with other professionals. For instance, she intends to continue to build on the existing links with local schools and teachers, to benefit children when they move to school.
- The childminder intends to continually observe children and track their progress. She intends to plan challenging activities that contribute to children's progress and development.
- The childminder demonstrates a positive attitude to self-evaluation and professional development. She understands the value of seeking honest views from parents and children. She intends to act upon their comments to help her to improve.
- The childminder's home is well organised. She has a dedicated playroom for children, which is stocked with a wealth of interesting toys and play resources. The childminder's garden is equally stimulating, with a range of suitable equipment to help to support children's development.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

Inspection activities

- The inspector discussed with the childminder how she intends to deliver the educational programmes for children and undertake observation, assessment and planning.
- The inspector discussed the childminder's policies and procedures and viewed documentation that she will use when caring for children.
- The inspector had a tour of the areas of the premises used by children and discussed the equipment and toys available.
- The inspector discussed the safeguarding and welfare requirements with the childminder and checked evidence of training and suitability.

Inspector Michelle Jacques

Setting details

| Unique reference number | 312200 |
|-----------------------------|--|
| Local authority | Tameside |
| Inspection number | 10072828 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 5 - 8 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | 19 April 2016 |

The childminder registered in 1989 and lives in Stalybridge, Tameside. She operates all year round from 7am to 6pm, 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.

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