

# Childminder report

<b>Inspection date</b>	8 March 2019
Previous inspection date	22 July 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 qualified childminder fully understands her responsibilities. Children are supervised well. They enjoy playing in a safe and secure environment. The dedicated playroom boasts a range of exciting toys that children freely access. This contributes towards their high levels of independence and ability to lead their own play.
- The childminder completes regular observations and assessments of children's play. She uses this to plan interesting and stimulating activities that capture children's natural thirst for learning and encourage them to explore and investigate. All children make good progress from their skills and capabilities on entry.
- The childminder supports children's emotional well-being effectively. One way that she helps to build their confidence is by providing constant praise and reassurance. Children develop strong bonds with the childminder. For example, young children climb onto the childminder's lap for frequent cuddles.
- The childminder interacts with children with great enthusiasm. She asks purposeful questions and repeats words that children speak, sensitively reinforcing the correct pronunciation. This helps all children to develop their communication and language skills.
- Evaluations of the quality of the provision are not sharply focused to identify precise areas for development.
- The childminder has not yet established robust partnership working with other settings and professionals involved in children's care and learning, to provide even more continuity in supporting their progress.



## What the setting needs to do to improve further

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

- focus evaluations of the setting, to consistently identify precise areas for future development
- strengthen partnership with other settings that children also attend and work closely with other professionals involved in children's care and learning, to provide an even more consistent approach to supporting their progress.

### Inspection activities

- The inspector toured the premises. She observed the quality of teaching indoors and on the walk to school and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, discussed the childminder's self-evaluation and checked evidence of her suitability.
- The inspector took account of the views of parents.

#### Inspector

Layla Davies



## Inspection findings

### Effectiveness of leadership and management is good

The childminder attends mandatory training and meets with other local childminders to share ideas and new initiatives. She also undertakes her own research and has recently signed up for a sign language course, which she identified could help her to further support children's communication skills. The childminder has successfully addressed the recommendations raised at the last inspection. Overall, this has helped her to make ongoing improvements and develop her practice. Safeguarding is effective. The childminder has a good awareness of child protection procedures. She knows the correct steps to take if she has any concerns about the welfare of a child. Detailed policies and procedures are used well by the childminder. She never leaves children alone with persons who have not been thoroughly vetted. She has effective systems in place to ensure that any adult who is likely to have regular contact with children is suitable. This helps to keep children safe.

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

The childminder supports parents to be involved in children's learning. For example, she shares a detailed learning record and asks for their feedback. Children listen with anticipation to favourite stories as the childminder changes her tone and facial expressions to engage them. This contributes towards children's interest and awareness of books and reading. The childminder supports young children's counting skills. For example, she counts as children play with toys, sings number rhymes and introduces mathematical language, such as 'big and small', as children compare the size of their hands to the childminder's hands. The childminder helps to promote children's physical skills. For example, she takes them out each day for energetic and active play.

### Personal development, behaviour and welfare are good

The childminder takes children on regular outings to local parks and to play centres. She provides healthy meals and snacks and promotes positive hygiene routines, such as regular hand washing. This contributes towards children's physical health and well-being. The childminder takes time to build strong relationships with all children and knows them well. She provides flexible sessions for new children to get to know her and feel secure. Children are very happy and settled, content in the childminder's care. For example, the childminder tunes into babies' individual needs. She instinctively knows when they become tired, providing comforters and soothing them to sleep.

### Outcomes for children are good

Young children develop the skills needed for future learning, including writing. For example, they make marks and patterns in paint using their hands and fingers. Children are curious and eager to learn. Children express their own preferences and make many choices. For example, even the youngest children choose favourite vehicles and delight in imaginative play with cars and a toy garage. Older children capably find their coats and put them on, in preparation for the walk to school. They are confident in the familiar routines and know what is expected of them.



## Setting details

<b>Unique reference number</b>	312034
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10099838
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	22 July 2016

The childminder registered in 2001 and lives in the Ashton-under-Lyne area of Tameside. She operates on weekdays, from 7.30am to 6pm, all year round, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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