

Childminder report

Inspection date	7 March 2019
Previous inspection date	23 October 2015

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 is dedicated and highly committed. She continually looks for ways to develop her practice and improve her skills. This helps her to provide a high-quality service for families.
- The childminder is an animated and energetic teacher. For example, she uses a number of different voices to bring characters to life from familiar stories. Children engage and listen with excitement and intrigue. Children are motivated and eager to learn.
- The childminder routinely observes and tracks children's progress. She uses this information as a foundation to provide appropriate activities and support children's next steps in their learning. All children make good progress.
- The childminder knows children well and skilfully adapts her interactions to support children's different abilities and needs. Older children are encouraged to contribute to conversations and younger children listen and respond to simple words and phrases. This helps to extend children's language skills.
- The childminder creates a home that is full of fun and laughter. Children are happy and relaxed in this friendly and welcoming setting.
- The childminder makes the most of opportunities for children to complete tasks for themselves throughout the day. Children undertake small responsibilities and are highly independent.
- The childminder does not always make the most of opportunities to help children learn about the diverse world they live in. She does not always extend children's knowledge of similarities and differences between themselves and others.
- Overall, the childminder provides excellent learning opportunities indoors. However, more could be done to further enhance opportunities for children who prefer to learn outdoors.

What the setting needs to do to improve further

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

- strengthen opportunities for children to learn more about similarities, differences and diversity in society
- extend the excellent learning opportunities available to help children who prefer to learn outdoors make even better progress.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of written comments provided by parents.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder completes regular training on various child protection topics, to contribute to her excellent knowledge in this area. She understands how to identify and report any concerns that a child may be at risk from harm. This helps to protect children and keep them safe. The childminder works closely with parents. She communicates with home using a variety of methods, such as sharing information in daily diaries, regular text messages and verbal conversations. She uses open communication to ensure that everyone is fully informed about children's changing needs. Children benefit greatly from the complementary care and learning they receive.

Quality of teaching, learning and assessment is good

The childminder is very well organised. She ensures activities run smoothly and prevents interruptions in children's learning. Children develop excellent concentration skills as learning flows without disruption. The childminder introduces challenge as activities progress. She engages children, initially, using simple games to build confidence. Slowly, she adds more challenge to extend learning at an appropriate pace. Children respond well and make good progress. They persevere and try their best to succeed. For example, children are encouraged to scoop rice and lentils into containers. The childminder incorporates more challenge as children are encouraged to use tweezers to transport items. Children develop excellent physical coordination. The childminder is an attentive role model and engages in quality teaching strategies.

Personal development, behaviour and welfare are good

Children are affectionate towards others and friendships flourish. For example, children regularly hold hands and cuddle each other as they play. Children's social confidence and emotional well-being is supported through their good friendships. Children are respectful of their environment, polite and cooperative. For instance, children accidentally drop a cup of pens onto the floor. Without prompt, they immediately pick these up and return them to the cup. Children's behaviour is excellent as the childminder's boundaries and expectations are clear. The childminder provides homemade, healthy meals. Children are encouraged to try new foods and develop a positive attitude to healthy eating. This contributes to children's good physical health.

Outcomes for children are good

Children make good, all-round progress from their starting points. Young children feed themselves at mealtimes and develop good self-care skills. They explore a range of dressing-up clothes and learn to dress themselves as they play. Children become confident communicators and are eager to talk. They develop a growing vocabulary. Children demonstrate good physical skills. For example, they balance and develop physical strength as they carry small chairs into the kitchen at lunchtime. Children prepare well for the next stage in their learning and eventually school.

Setting details

Unique reference number	EY438645
Local authority	Rochdale
Inspection number	10065649
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	23 October 2015

The childminder registered in 2011 and lives in Rochdale, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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