

Childminder report

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| Inspection date | 29 March 2019 |
| Previous inspection date | 16 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 reflective and continually makes improvements to her setting. She asks children for their views and comments and incorporates their ideas into her development plans. Children's opinions are valued and used to make tailored improvements.
- The quality of teaching is consistently good. The childminder observes children and records their abilities and progress. She plans a delightful range of exciting activities, to help to support children's ongoing development. Children make good, all-round progress.
- Children demonstrate they feel safe and secure and have a strong sense of belonging. They are extremely reassured by the childminder's warm and friendly interactions. For example, children enjoy cuddles at nap times and quickly drift off to sleep, happy and content in the childminder's care. Children are emotionally secure and relaxed.
- Children's welfare is given utmost priority. Children are continually and closely supervised by an attentive childminder. Furthermore, the childminder regularly checks her home to ensure it is free from hazards. Children play and learn in a safe environment.
- Children complete many routine tasks for themselves. They become increasingly independent and confident. For example, children peel bananas and oranges, without any help or assistance, at snack time. They extend their good coordination and self-care skills in very practical ways.
- The childminder does not gather detailed information from parents about children's abilities when they first start attending, to help her to rapidly tailor teaching.
- The childminder's home is immaculately clean and systems to promote health and hygiene are good. However, the childminder sometimes misses opportunities to help children to learn about the importance of personal hygiene.

What the setting needs to do to improve further

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

- strengthen information gathering from parents when children first start attending, to obtain details of children's abilities and use this information effectively to help children make rapid progress
- extend opportunities for children to learn about their personal hygiene and the importance of keeping themselves clean.

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 all persons living in the household and working with children.
- The inspector spoke to children during the inspection.
- The inspector reviewed written comments from parents and took account of their views.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has good knowledge of her safeguarding responsibilities. She has a detailed safeguarding policy and a wealth of safeguarding documentation available for her reference, if required. She knows how to identify any signs that may indicate a child is at risk from harm. The childminder has recently completed safeguarding refresher training to ensure her knowledge in this area is up to date. Children are kept safe and secure in her care. The childminder shares positive relationships with parents. Parents are complimentary about the service they experience. They comment 'not one day is the same, my child loves to come home and tell me about her day, the childminder provides a wonderful environment, along with a range of healthy, home-cooked meals'. The childminder's assistant, who very occasionally works alongside, is closely supervised at all times, to help to promote children's safety.

Quality of teaching, learning and assessment is good

Children acquire key skills and have fun as they learn. They engage in imaginative and interesting activities. The programme of learning is good. Children take part in enjoyable dance activities. They extend their physical skills as they jump, balance, stretch and move to the rhythm of music. The childminder is an enthusiastic and energetic role model. Children copy her actions and follow instructions. Children are physically active. The childminder steps back and allows time and space for children to independently solve problems. She sensitively guides children's learning and suggests ideas to extend their skills. For example, children are encouraged to count bubbles, supporting their mathematical counting skills. They are further challenged to blow bubbles, extending their concentration and coordination.

Personal development, behaviour and welfare are good

Children's behaviour is good. Children effortlessly use their manners and are polite and respectful towards others. The childminder provides children with clear boundaries and expectations. Children understand what is expected of them and become cooperative and polite individuals. For example, children learn to be kind and gentle as they look after baby dolls. Children enjoy a broad range of trips within the local community. Outings include swimming trips, feeding the ducks and community walks. Children enjoy fresh air and exercise every day, contributing to their good physical health.

Outcomes for children are good

Children make good progress from their starting points. Children have a positive attitude and are motivated to learn. Children relish a challenge. They show concentration and persevere when faced with difficult tasks. For example, children clap and smile to illustrate their delight when they successfully complete difficult jigsaws. Children develop secure problem-solving and critical-thinking skills. Children communicate well and have a broad and ever-increasing vocabulary. Children prepare well for the next stage in their learning and the eventual move to school.

Setting details

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| Unique reference number | EY431421 |
| Local authority | Rochdale |
| Inspection number | 10065646 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 - 11 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Date of previous inspection | 16 October 2015 |

The childminder registered in 2011 and lives in Middleton, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with an assistant.

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