

Childminder report

Inspection date	9 April 2019
Previous inspection date	7 August 2015

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 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

- Children demonstrate that they feel happy and secure in the childminder's welcoming home. They develop close friendships and become deeply involved in cooperative, self-chosen play.
- The childminder and children hold informative conversations that help children to understand the world. This is a particular strength of the provision and is exemplified very well when they find a worm in the garden. They talk in detail about why worms are important and how they help to keep the soil healthy and fertile.
- Parents say that the childminder always has time to talk with them. They feel well informed about children's progress and development. Parents are pleased that children play outdoors and make regular outings into the local community. They say that the childminder provides the right balance of routine and spontaneous fun.
- The childminder makes accurate assessments of children's progress and identifies next steps for their learning. For instance, she teaches children to play the card game 'pairs' and they become interested in things that match. The childminder helps them to notice more things that are identical and this helps to promote their early reading skills.
- The childminder evaluates the quality of her provision well overall. However, her evaluations do not yet lead to specific and highly challenging targets that promote continuous improvement in her teaching.

What the setting needs to do to improve further

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

- make better use of what is known about the quality of teaching so that plans for improvement are sharply focused and lead to excellent outcomes for children.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed planned activities with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

The childminder takes account of the views of parents and children when she evaluates her practice. Safeguarding is effective. The childminder makes sure that she keeps her knowledge and understanding of child protection matters up to date. She knows what she must do if she is concerned that a child may be at risk of abuse or neglect. The childminder identifies and takes effective steps to minimise hazards to children in her home. For example, pre-school children use the microwave oven under her close supervision. Older children ably demonstrate that they have learned to use the microwave safely. This helps to promote their safety and independence very effectively.

Quality of teaching, learning and assessment is good

The childminder plans interesting activities that help her to skilfully extend children's knowledge. For example, she makes paint that puffs up in the microwave. Children create their own designs with the paint. The childminder and children think and talk about how long the paint should be in the microwave. They decide that they need to try short periods of 10 seconds at a time. This helps children to understand that numbers are used for measuring time. They learn that when they try out their own ideas they are doing an experiment. Children have meaningful opportunities to draw and write for a purpose. This is demonstrated when they discover a worm in the soil. Children excitedly add a tick to their picture-chart of garden creatures.

Personal development, behaviour and welfare are good

The well-qualified childminder enthusiastically demonstrates her own curiosity about wide-ranging topics. Children copy her and become self-motivated learners. The childminder establishes and follows consistent daily routines. Children know the childminder's expectations for their behaviour and this helps them to develop self-control and confidence. The childminder teaches children to value and respect other people. Children learn that there are similarities and differences between people and groups. The childminder follows clear procedures that help her to promote children's welfare. For example, she keeps records of any medication that she administers to children.

Outcomes for children are good

Children make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children ask and answer questions. They recognise their written name and begin to write it. They know that their name is comprised of different letters and sounds. Children identify and create patterns. For example, they build towers and carefully repeat the same sequence of coloured bricks. Children care for plants and animals. They know that they must water flowers to help them to grow. Children who are ready to start school can put on and take off their coat and shoes. They develop independence in matters of personal hygiene.

Setting details

Unique reference number	315796
Local authority	Bolton
Inspection number	10061625
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 August 2015

The childminder registered in 1993 and lives in Farnworth. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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