

Childminder report

Inspection date	30 April 2019
Previous inspection date	9 November 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 experienced childminder provides an extremely stimulating environment with an extensive range of interesting and exciting resources. Children delight in exploring the many creative and inviting areas. They confidently select their own activities and lead their play. Children show high levels of curiosity and motivation to learn.
- The childminder effectively promotes children's understanding of diversity. For example, she provides items such as chopsticks and menus in different languages for children to use during play. The childminder also plans a range of activities that help children to explore different cultural celebrations.
- The childminder closely monitors the progress that children make. She gathers a good range of information from parents when children first start and on an ongoing basis. For example, parents provide the childminder with information about children's achievements at home. All children make good progress.
- Children behave well and show care and concern for those who are younger than them. For instance, older children carefully help to wipe younger children's faces after lunch.
- Children settle quickly in the care of the nurturing childminder and those very new to the setting have already formed close attachments to her. The childminder provides lots of positive praise for children's achievements. Children smile and clap at the praise that they receive. This helps to raise their confidence and self-esteem.
- Occasionally, the childminder does not make the best use of opportunities to help to extend children's understanding of mathematics, such as counting and size.
- Although partnerships with parents are good overall, the childminder has not fully explored how she can offer parents further support to build on children's good learning at home.

What the setting needs to do to improve further

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

- make best use of opportunities as they arise to help children to gain an even greater understanding of mathematical concepts, such as counting and size
- provide more support for parents to help to build on and extend children's learning at home and help children to make even greater progress in their learning and development.

Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an excellent understanding of child protection policies and procedures. She values the importance of helping children to learn how to keep themselves safe. For example, the childminder teaches older children how to respond in the event of an emergency, such as contacting the emergency services. The childminder uses self-evaluation well to identify areas of her provision to develop further. For example, since her last inspection, the childminder has made many positive changes to her home, including the addition of a downstairs toilet. This was introduced to help to support younger children's good independence further. The childminder engages in a wealth of professional development opportunities. For example, she accesses training and reads books on topics of interest. This helps her to keep up to date and to gain greater knowledge when implementing new teaching methods.

Quality of teaching, learning and assessment is good

Children become deeply engrossed in their play. For example, they use hand-held tools to pick up small balls. They become fascinated as they open the tools and watch the balls roll down a ramp. This helps to develop children's finger and hand muscles and helps to support their coordination. The childminder promotes children's communication and language effectively. For instance, she makes good use of opportunities to model and extend children's vocabulary and to support their ability to use sentences. For example, as children say the word 'banana' the childminder extends this and models 'the yellow banana'.

Personal development, behaviour and welfare are good

The childminder uses the local area well to help to promote children's social skills. For example, she takes children on regular outings, such as to the park, with other childminders and their children. The childminder encourages children to make their own choices from a young age. For example, children contribute to decisions about when to have their snack, through discussions about if they are feeling hungry. The childminder effectively promotes children's good health. For instance, children enjoy eating a range of fruit and vegetables and access fresh drinking water. Children cooperate well during care routines. For example, they enjoy helping the childminder to find the items she needs, such as the changing mat and nappies. Children are learning to express their own feelings and the feelings of others. For example, one-year-old children hold up a doll and say 'crying'. The childminder uses simple language to suggest why the doll may be feeling sad and this helps to build on children's good understanding further.

Outcomes for children are good

Children are well prepared for their next stage in learning and for their eventual move on to school. Two-year-old children have good communication skills in relation to their age. One-year-old children use their imaginations well. For example, they rock dolls to sleep and pretend to change their nappies. Children concentrate well and they keep trying when presented with a challenge during play.

Setting details

Unique reference number	312185
Local authority	Tameside
Inspection number	10072085
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	21
Date of previous inspection	9 November 2015

The childminder registered in 1996 and lives in Dukinfield, Cheshire. She operates all year round from 7am until 6pm, Monday to Friday, except bank holidays and family holidays.

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