

# Childminder report

<b>Inspection date</b>	30 April 2019
Previous inspection date	29 March 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 childminder approaches her work in an organised and professional way. She strives to provide children with a good start in their learning and development. Children are well prepared for the eventual move to school.
- The childminder aspires to improve. She regularly seeks honest opinions from parents and children. She shares good practice ideas with her childminder friends. The childminder devises a sharply focused improvement plan to impact positively on the quality of service she provides.
- The childminder creates an exemplary learning environment to help to inspire and enthuse children. She provides exciting activities and children enjoy their learning. For example, children's imagination and curiosity is ignited as they explore a secret fairy garden. Children remain busy and engaged and make good all-round progress.
- Children enjoy plenty of freedom. They are trusted to play independently and encouraged to make spontaneous choices and follow their interests. Children are confident, assertive and self-assured.
- Children enjoy plenty of praise and respond positively to encouragement. They understand what is expected of them, follow instructions and complete simple requests. For instance, children are encouraged to tidy away toys prior to starting new games. Children are cooperative and behave well.
- Children enjoy a broad curriculum and all areas of learning are well promoted. Children make particularly good progress in mathematics as this aspect of learning is weaved into most activities.
- The childminder does not optimise opportunities during planned activities to help children to develop their ideas without interruption.
- The childminder routinely observes children and tracks their progress. However, she does not make effective use of this information to help her to narrow gaps in children's learning rapidly.

## What the setting needs to do to improve further

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

- enhance opportunities for children to explore and develop their ideas fully without interruption and optimise already good learning even further
- make better use of information from tracking to close any gaps in children's learning swiftly.

### 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 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 completes regular safeguarding training and wider child protection courses to ensure her knowledge is up to date with current legislation. She knows how to respond if concerns relating to children's welfare arise. The childminder's good practice is underpinned by a range of detailed written policies and procedures. In particular, her systems for risk assessment are robust to help to keep children safe from harm. The childminder successfully establishes positive relationships with parents. She uses effective and open communication to provide complementary care and learning for children.

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

The childminder plays alongside children and joins in their games. She suggests ideas to guide their learning. For example, when playing with grains of rice, older children use their fingers to make recognisable marks. This helps to extend early literacy skills in practical ways. Younger children push toy cars through rice, extending their physical coordination. Children with different abilities and ages are awarded appropriate levels of challenge to help to extend their learning. The quality of teaching is consistently good. The childminder engages in effective strategies to support communication and language. For example, she uses repetition, rhyme and singing to extend younger children's emerging language. Children copy words they hear during familiar songs. The childminder's age-appropriate teaching has a positive impact on children's vocabulary and language skills. Children become confident communicators from a young age.

### Personal development, behaviour and welfare are good

Children have fun and are happy in this friendly setting. The childminder organises mealtimes well, so they are relaxed. Children laugh and chat socially as they enjoy eating nutritious snacks. They have plenty of time to finish and those who take longer to eat are not rushed. Children develop a good attitude to healthy eating. Children's physical health is well promoted. Children learn about the importance of exercise and the positive effect movement has on their bodies. Children are active and energetic. For example, they enjoy yoga and learn how to balance, stretch and coordinate their movements. They talk about growing 'big and strong', developing a positive association to exercise and a healthy lifestyle.

### Outcomes for children are good

Children are active learners and develop a thirst for new knowledge. They always try their best and make good progress from their starting points. Babies and younger children understand instructions and use gestures and simple words to communicate. For example, when asked questions, babies nod to illustrate their agreement. Older children are assertive and share their ideas through a broad and growing vocabulary. Children count and recognise numbers from an early age. Children are prepared well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	312265
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10072830
<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>	8
<b>Date of previous inspection</b>	29 March 2016

The childminder registered in 1994 and lives in Stalybridge, Tameside. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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