

Childminder report

Inspection date	3 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 uses accurate assessments to promptly identify any gaps in children's learning. She forms close relationships with parents and other professionals to ensure continuity of care, learning and development for children. All children make good progress.
- The childminder provides ideas for parents to continue children's learning at home. Parents speak highly of the service provided. For example, they say that they have noticed how much their child is developing in all areas and state that they are extremely grateful.
- The childminder and her assistants use a range of effective strategies to promote children's communication and language skills. For example, they use phrases from familiar stories to help children work out how to negotiate as they move around the logs.
- The childminder follows good hygiene routines and helps children to learn how to keep themselves safe. For example, children carefully spread cheese onto biscuits using knives and take turns to use the play apparatus safely.
- The childminder does not work as effectively as possible with the local schools that children attend.
- The childminder does not have a highly targeted and focused programme of support, training and assessment for the assistants, to help raise the quality of teaching and learning to an even higher level.

What the setting needs to do to improve further

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

- extend links and information sharing with local schools to help promote children's move on to school
- improve the arrangements for observation and supervision of assistants, to help raise the quality of teaching and learning to an even higher level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 and working in the household.
- The inspector spoke to children, the childminder's assistant and co-childminder during the inspection.
- The inspector took account of the views of parents through discussions on the day and through written feedback provided.

Inspector
Cath Palser

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistants demonstrate a robust understanding of child protection issues. They know how to identify signs that a child may be at risk of harm and understand the procedures to follow in the event of a concern. The childminder follows safe recruitment procedures for her assistants. She carries out risk assessments on her home, resources and equipment to help her ensure children's safety. The childminder has high expectations for herself, her assistants and what children can achieve. She regularly reflects on the quality of her provision and welcomes suggestions from those who use the setting. The childminder continues to make improvements to the new playroom to ensure that it matches children's individual learning needs.

Quality of teaching, learning and assessment is good

The childminder and her assistants follow children's interests and individual experiences effectively. They encourage children to talk about their recent visit to a car wash as they wash toy cars. The childminder asks questions about children's experience of seeing their doctor and introduces them to new words such as 'otoscope', 'prescription' and 'chemist' as she reads a story. Children are eager to talk about the pretend medicine in the toy syringe from the doctor's kit. They enjoy dressing up and taking part in role-play activities. The childminder introduces mathematical language as children play and explore. For instance, she challenges children to bang drums 'faster' and 'slower' and to count the items in their snack boxes. Children are developing the key skills that promote future learning.

Personal development, behaviour and welfare are good

The childminder and her assistants promote positive relationships with children and their parents. They provide a very warm, welcoming and nurturing environment. Children show a strong sense of belonging and are familiar with routines and expectations. For example, they see to their own belongings upon arrival and hang up their coats. They give their packed lunches to the childminder, who stores them safely in the cooler. The childminder and her assistants are very good role models and promote respectful relationships with others. Children behave very well. They learn to share and take turns, for instance, as they kick a ball backwards and forwards with others. Children explore cultural festivals and play with toys that depict positive images of people with different occupations. The childminder and her assistants support each child's physical and emotional well-being effectively. Children are happy, confident and self-assured.

Outcomes for children are good

Children settle in well and form a close bond with the childminder and her assistants. They are eager to participate in activities and are confident to express their views and opinions. Children play cooperatively alongside one another. They are active, enthusiastic and motivated to explore, learn and discover. Children listen to instructions and keep on trying. For example, they work out how to twist a toy nut onto a screw. Children develop good independence and self-care skills. They learn to wash and dry their hands and put on their coats. Children use a range of mark-making tools to promote their early writing

skills and they recognise their names on their drinks.

Setting details

Unique reference number	EY550012
Local authority	Bury
Inspection number	10109274
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	24
Number of children on roll	9
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Prestwich. She operates all year round from 9am to 1pm, Monday to Friday, except for bank holidays, family holidays and certain times of the year when on Friday she operates from 9am to 12.30pm. The childminder holds a relevant qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder and two assistants.

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