

Childminder report

Inspection date	20 June 2019
Previous inspection date	8 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 very experienced and is passionate about her role. She strives to improve her setting and the service she provides.
- The childminder supports children's developing communication skills effectively. She consistently models language and the correct words for objects when playing alongside children.
- Children behave well and play well together. They are encouraged to be kind to each other and take turns to share toys. For example, in the garden, one child blows bubbles for another to catch.
- The childminder listens to children and values their contributions. As a result, children develop their confidence. The childminder encourages children to be involved in any changes. For example, following the creation of a new garden space, the children asked to build a bug house and plant a wildflower garden, which are now flourishing.
- Although the childminder's knowledge and experience are good, the childminder does not target professional development precisely enough to raise the level of teaching even higher.
- The childminder has good relationships with parents. However, she does not gather enough information about what children can do before they start, in order to accurately identify their initial starting points.

What the setting needs to do to improve further

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

- extend the programme of professional development to improve teaching skills and raise standards in teaching even higher
- gather more precise information about what children already know and can do when they first start attending, so that children's starting points can be even more accurately assessed.

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 had a discussion about an activity with the childminder.
- The inspector spoke to children and the childminder throughout the inspection.
- The inspector looked at relevant documentation, including the childminder's self-evaluation, children's records and a sample of policies.
- The inspector read written comments from parents and children and took account of their views.

Inspector

Rebecca Papaspyridis

Inspection findings

Effectiveness of leadership and management is good

The childminder has an accurate view of her own strengths and areas which she wishes to improve. She takes into account the views of children and parents in her self-evaluation. The childminder uses regular observations to form an accurate understanding of children's progress. Parents and older children speak highly of the childminder and the service she provides. Older children in particular enjoy the many cultural celebrations they take part in. The childminder is very vigilant about keeping up to date with regulatory change and has a comprehensive range of policies and procedures to support her practice. Safeguarding is effective. The childminder knows the local procedures to follow should she have concerns about a child.

Quality of teaching, learning and assessment is good

The childminder has extensive knowledge about how children learn and develop. She knows the children well and uses assessment to plan activities which support children to progress. The childminder follows the children's interests and they concentrate well during adult-led activities. Children demonstrate this when they focus on threading wooden beads onto a coloured lace. The childminder encourages children to keep trying and remain persistent, which supports their resilience. Children enjoy regular opportunities to play and learn outside. Younger children explore the flower beds, looking for toy animals hidden in the flowers. The childminder works well with parents. She regularly shares information with them about their children's progress and how they can support their child's development at home.

Personal development, behaviour and welfare are good

Children quickly form secure attachments with the childminder, which supports their emotional well-being and self-esteem. The childminder offers lots of praise and reassurance to children as they play. She sets clear expectations and boundaries about expected behaviour and good manners. Older children copy the childminder and delight in praising younger children's achievements. For example, when a younger child builds a tower of blocks, an older child watches and encourages him, giving a big clap when he is finished. Children are confident and independent learners who make choices in their own play. Children enjoy a range of healthy, home-cooked meals and snacks. They understand the importance of a healthy diet and good hygiene.

Outcomes for children are good

Children make typical progress from their starting points. The childminder is attentive to children whose starting points are below those of other children their age. Children who speak English as an additional language are well supported. Children develop the key skills they need for the next steps in their learning.

Setting details

Unique reference number	311906
Local authority	Tameside
Inspection number	10072078
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	5
Date of previous inspection	8 October 2015

The childminder registered in 1980 and lives in Audenshaw. She operates all year round from 6.30am to 6.30pm. The childminder provides funded early education for two-, three- and four-year-old children.

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