

Childminder report

Inspection date	11 July 2019
Previous inspection date	7 August 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder and her assistant are excellent role models. They demonstrate their own enthusiasm for investigation and learning. This encourages children to be very eager learners who try hard and want to find out about the world.
- The childminder teaches children about nature and the environment. This is a particular strength of the provision. For example, the childminder plans forest-school outings to parks and woodland. Children learn that making journeys on foot means less pollution from car exhaust fumes. They know that walking briskly helps to keep them fit.
- Parents say that the childminder and her assistant provide a home from home in their provision. They comment that children really look forward to attending. Parents say that the childminder works in partnership with them. For example, parents and the childminder adopt a consistent approach to potty training. This helps children to feel secure and succeed.
- The childminder promotes children's early literacy well. This is demonstrated by her 'focus-story' approach. She reads the focus story several times. She supports children to act it out and discuss it. This helps children to remember and retell the sequence of events in the story.
- The childminder demonstrates commitment to improving her professional knowledge and skills. For example, she completes forest-school training. However, her self-evaluation does not yet lead to sufficiently challenging targets that promote continuous improvement in her teaching.
- The childminder does not make the fullest use of opportunities to model language during activities and daily routines.

What the setting needs to do to improve further

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

- extend the self-evaluation process so that it looks more closely at the quality of teaching and the impact it has on children's learning
- sharpen the narrative for what children are doing when they play so that they hear words that precisely match their actions.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, such as evidence of the childminder's and her assistant'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

Safeguarding is effective. The well-qualified childminder clearly demonstrates her intention to report any concerns she may have about children's welfare. She trains her assistant to understand and follow her provision's safeguarding procedures. For example, he completes online training about the 'Prevent' duty. As a result, he knows that he must report any signs that indicate children may be at risk of radicalisation and extreme views. The childminder identifies and minimises hazards to children's safety in her home. She works in partnership with other settings. For example, the childminder shares information about children's interests and achievements before they move to school. This helps to promote continuity in children's care and learning. The childminder seeks and takes account of the views of parents and carers when she evaluates her provision.

Quality of teaching, learning and assessment is good

Children benefit from well-planned daily routines that help to promote their learning. For example, they register their arrival each day by finding their written name and posting it into a box. This helps children to understand that writing has meaning. The childminder skilfully incorporates numbers and counting into activities. This is demonstrated when she asks children to count out four sandwiches each at lunchtime. The childminder observes children's learning and accurately assesses their progress. Parents feel well informed. For instance, they say that the written daily diary enables them to have interesting conversations with children about the day's events. This helps parents to promote children's conversation skills effectively at home.

Personal development, behaviour and welfare are outstanding

Children form extremely positive relationships with the childminder, her assistant and each other. The childminder establishes clear, meaningful boundaries for children's conduct. She gives explicit praise when children demonstrate positive behaviour. This helps them to develop a high level of self-control. In addition, children are helpful and consistently demonstrate care and concern for other people. Children learn how to stay healthy. This is exemplified really well when the assistant holds an informative conversation with children about different foods. The lively discussion helps children to acquire advanced knowledge and understanding about how to combine foods to make up a balanced diet. Children help to prepare their own lunch. They learn to use tools, such as knives, skilfully and safely. This helps them to become very confident and independent.

Outcomes for children are good

Children make good progress and are ready to start school when the time comes. They know that numbers denote quantity. Children, from a young age, recognise their written name in familiar contexts. Pre-school children can match written letters to the sounds that they represent. They begin to blend sounds together to make words. Children know that they can find out information from books and by looking on the internet. They participate in group activities. They know that they must listen to each other and take turns to speak. Children who are potty training, proudly demonstrate their progress towards independence in matters of personal hygiene.

Setting details

Unique reference number	503216
Local authority	Rochdale
Inspection number	10065632
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 7
Total number of places	12
Number of children on roll	13
Date of previous inspection	7 August 2015

The childminder registered in 2001 and lives in Middleton. Her provision operates all year round from 7.30am to 6pm, 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. The childminder works with an assistant.

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