

Childminder report

Inspection date	17 July 2019
Previous inspection date	7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 and her assistant are extremely kind and nurturing in their approach. As a result, children settle quickly and display good levels of confidence in the childminder's home.
- The childminder embraces learning opportunities and shares her knowledge with her assistant, which enriches children's learning experiences. Following training on story sacks, they made book bags and introduced puppets to enhance children's literacy skills and love of reading.
- The childminder is working hard to increase children's outdoor learning opportunities. She has created an innovative activity wall in the back garden. This ignites children's interests as they make marks on the chalkboard and observe the bees hiding in the bug house. The childminder has identified through her self-evaluation that children would benefit from more opportunities to learn about their immediate community. She is already taking steps to address this area for improvement.
- The childminder has formed good relationships with parents. She seeks information from them about their children's starting points and uses this as a baseline for assessing what children know and can do. The childminder keeps parents up to date on all aspects of their children's day, which promotes effective partnership working.
- The childminder and her assistant are deployed well, which ensures children's safety. For example, the childminder stays with children while the assistant prepares snacks. Children learn the rules from an early age. They know to sit down while eating and not to go in the kitchen without an adult.
- The quality of teaching is strong. However, aspects of teaching are not as effective as they could be. For example, the childminder does not consistently reflect on the different ways that children learn, to extend their learning even further.

What the setting needs to do to improve further

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

- improve knowledge of the characteristics of effective teaching and learning and reflect these in practice to help children make the best possible progress.

Inspection activities

- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at letters from parents.
- The inspector looked at a sample of documentation, including child protection policies.
- The inspector discussed the childminder's self-evaluation.
- The inspector viewed all areas of the premises where childcare is provided, including the back garden.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

The childminder is passionate and committed in her role. She provides good levels of care and strives to ensure that children achieve the best possible outcomes. The childminder is an active member of an independent childminding group. She uses this forum to garner ideas on how to improve the quality of her teaching. The childminder and assistant also reflect and evaluate the effectiveness of activities and consider how these meet children's learning intentions. As a result, the childminder has successfully identified some gaps in children's learning. Safeguarding is effective. The childminder and her assistant understand the possible signs and symptoms of abuse. They are fully aware of the procedures to follow if they believe a child is at risk of harm. Children's safety in the home is paramount. The childminder and her assistant ensure that all the toys, resources and areas are safe. Furthermore, they are qualified to administer first aid, which ensures children's safety in the event of an accident.

Quality of teaching, learning and assessment is good

The quality of teaching and learning is good. The childminder makes good use of books and songs to extend children's learning. She is particularly skilled at following children's interests. This works extremely well for children who are just settling in at the setting. For example, the childminder uses a good range of strategies that build on children's fascination with caterpillars. She reads a story about a hungry caterpillar. This generates lots of excitement and delight as the childminder and children venture through the exciting story together. The childminder introduces new words, such as 'cocoon' and 'cupcake'. These words are also displayed on the wall to reinforce children's understanding that print carries meaning. Furthermore, the childminder encourages children to count and match pictures in the story, which enhances their early mathematical skills.

Personal development, behaviour and welfare are good

The childminder and her assistant ensure there is a joyful atmosphere so that children feel settled and part of their home. Children reflect their enjoyment as they sing with gusto and waddle their bodies to the duck song. They demonstrate good physical skills as they 'snap' their hands to the shark song. Children are particularly engaged as they take part in these activities, which supports their creativity. Children benefit from lots of fresh air and exercise that keeps them fit and active. Children are well behaved and have warm relationships with the childminder and her assistant.

Outcomes for children are good

Children acquire good skills in preparation for their future learning. They show high levels of independence as they confidently select activities of their choosing. Children also initiate their own play. During the inspection, they created a game of hide and seek in a large cardboard box. The childminder successfully builds on children's prior learning, for example, by reinforcing counting during activities. She also introduces positional language such as 'in' and 'out', which further enhances children's mathematical development. Overall, children make good progress, which prepares them well for their transition on to school.

Setting details

Unique reference number	301397
Local authority	Oldham
Inspection number	10114233
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 7
Total number of places	12
Number of children on roll	2
Date of previous inspection	7 May 2015

The childminder registered in 1998 and lives in Bardsley, Oldham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years 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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