

Childminder report

Inspection date	18 July 2019
Previous inspection date	25 February 2014

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 is well qualified and experienced. She uses her extensive knowledge of how children learn to plan a wide range of challenging, enjoyable and interesting activities. Children are confident, motivated and independent learners.
- The childminder has an in-depth knowledge of each child's developmental needs and monitors the progress that they make carefully. She skilfully adapts activities in response to children's spontaneous play ideas and their individual stage of development. All children make good progress.
- Children make very good progress in their literacy development. They develop a genuine love of books and reading. Children confidently link sounds to the letters they represent and have a secure understanding of initial sounds. For example, they say, 'Frog and fish begin with 'f', jelly and jam begin with 'j' and grandad and goat begin with 'g'.
- Babies and children are relaxed in this home-from-home environment. They develop strong, trusting relationships with the childminder. Children confidently explore the well-resourced environment and make decisions about their play. They are happy, well settled and demonstrate good levels of emotional security and self-esteem.
- The childminder establishes strong links with feeder schools and other settings that some children also attend. She uses effective, two-way communication methods to share information. This helps to promote good levels of continuity in children's care and learning.
- The childminder has not fully established an ongoing and targeted programme of professional development in order to further enhance the quality of teaching.
- The childminder does not make the very best use of self-evaluation to identify priorities for improvement in order to help to raise the overall quality of the provision to an outstanding level.

What the setting needs to do to improve further

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

- establish an effective and ongoing programme of professional development to enhance the good quality of teaching even further
- strengthen the process for self-evaluation to focus more precisely on targeting improvements that help to raise the overall quality of the provision to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching in the indoor environment and assessed the impact this has on children's learning.
- The inspector talked to children and the childminder at appropriate times throughout the inspection.
- The inspector evaluated the quality of teaching with the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's records and evidence of the suitability of the childminder and other adults living on the premises.
- The inspector took account of the views of parents from written feedback statements obtained by the childminder.

Inspector

Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of what to do and who to contact in the event of a concern about a child's welfare. She undertakes regular safeguarding training to ensure her knowledge is kept up to date. The childminder works closely in partnership with parents from the start. She seeks detailed information from parents about children's prior learning on entry. This helps her to track children's progress accurately from the start. The childminder shares information with parents about children's next steps in learning and supports them well to enhance children's learning at home. Parents are highly complimentary about the childminder and the care and learning their children receive. They comment that she is approachable, friendly and welcoming. Parents state that children develop good social skills, learn to write their name and talk about what they have been doing in the setting.

Quality of teaching, learning and assessment is good

The childminder provides children with a wide range of good-quality resources that help to promote all areas of learning. She is skilled at knowing when to interact and enhance children's learning and when to stand back and observe. Babies move rapidly to the resources that particularly excite them. This has a positive impact on their physical development. Babies spend long periods of time pushing objects down the back of furniture. They are delighted when they discover that if they use small objects, they drop to the floor. The childminder supports children to develop good early mathematical skills in readiness for school. Children confidently name shapes, such as 'triangle', 'circle', 'square' and 'rectangle'. The childminder extends their learning by naming the shapes of five-sided, six-sided and eight-sided shapes. Children concentrate and persevere. For example, they work hard to complete challenging jigsaws.

Personal development, behaviour and welfare are good

The childminder creates a culture of mutual respect and kindness within the setting. Children are well-mannered, polite and helpful towards the childminder and each other. Older children develop a good understanding of the needs of younger children. For example, they offer babies different resources to distract them when they want to take the pieces from a completed jigsaw. Children display high levels of confidence in social situations as they eagerly seek out visitors to share their toys and experiences. They learn about the importance of healthy eating and food that is good for their bodies. Children benefit from fresh air and take part in daily enjoyable physical activities. This has a positive impact on their good health and well-being.

Outcomes for children are good

All children make good progress. They manage their own self-care needs independently. For example, children take their own food and drinks from the fridge, fasten buttons on their clothes and put on their own socks. Babies learn to feed themselves and wash their own hands and faces. Children make up their own songs and use rhyming words at the end of the sentences. For instance, they sing, 'I am going to see what I can make, I think I'm going to make a cake'. Children gain a wide range of skills, abilities and attitudes that help to prepare them well in readiness for future learning and school.

Setting details

Unique reference number	316284
Local authority	Rochdale
Inspection number	10109631
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	3
Date of previous inspection	25 February 2014

The childminder registered in 1995. She provides care all year round from Monday to Friday from 7.30am to 5.30pm, except for family holidays. The childminder holds an appropriate early years qualification at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

