

# Childminder report

<b>Inspection date</b>	17 July 2019
Previous inspection date	16 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are extremely settled and happy in the childminder's care. The childminder gives utmost priority to children's well-being. She is a superb role model and meets children's individual needs exceptionally well. Children have built excellent attachments to the childminder.
- The childminder supports children through change and nurtures their emotional well-being extremely well. She talks with children about starting 'new adventures', such as when children move to a new house, start school or have a new sibling.
- The childminder regularly observes children to determine their stage of development and identify their next steps in learning. She offers a range of activities which promotes all areas of learning. Children are active learners and make good progress.
- Partnerships with parents support consistency of care for children between the childminder and home. Information about children's needs is exchanged on a daily basis. Parents are involved in processes of assessment and are complimentary about the care their children receive.
- The childminder accesses targeted training opportunities, which have a positive direct impact on the care of children. For example, she has recently attended training on nutrition and oral health, which has prompted her to review her menus.
- The childminder values the opportunity to share good practice with others. She meets regularly with a group of childminding professionals to discuss training opportunities, ideas and good practice.
- The childminder does not offer as many experiences for children in the outdoor environment as she offers in the indoor environment.
- At times, the childminder over-directs children during activities, which impacts on children's exploratory play.

## What the setting needs to do to improve further

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

- provide a wider variety of experiences for children who prefer playing and learning outdoors to help to extend their learning
- improve opportunities for children to explore and investigate independently during play.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with children, parents and the childminder during the inspection.
- The inspector completed a joint observation with the childminder.
- The inspector held a meeting with the childminder. She looked at documentation, including children's development records, a sample of policies and procedures, processes of assessment and training records.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Elisia Lee

## Inspection findings

### Effectiveness of leadership and management is good

The childminder regularly evaluates the service she provides. She seeks the views of parents to help to identify areas she could develop further. For example, she has identified training she would like to access as part of her continued professional development to support children's individual needs further. Safeguarding is effective. The childminder understands the action she must take and who to inform should she have concerns about a child's welfare. She is vigilant about keeping children safe and completes daily safety checks of the environment. For example, the childminder is currently having some work undertaken in the garden and has fenced off this area to ensure children's safety. The childminder has built contacts with other providers who share the care of children. For example, she passes on information that she receives from teachers to children's parents.

### Quality of teaching, learning and assessment is good

The childminder plans a good range of activities indoors to excite and engage children in learning. For example, children explore different textures as they make a collage using a wide range of materials. The childminder extends children's learning. For example, she asks how different textures feel and encourages children to use scissors independently. Children giggle with excitement as they feel textures with their hands and with their bare feet. Children enjoy interactive song and rhyme sessions. They identify items in a 'feely bag' and enthusiastically join in with repetitive rhymes, which supports children's developing language skills. Communication and language are supported well and children are confident at communicating their ideas. The childminder assesses children's progress to identify and address any gaps in their learning.

### Personal development, behaviour and welfare are outstanding

The childminder has created an extremely warm family environment where children's individual needs are nurtured exceedingly well. For example, as children wake from sleep and are a little unsettled, the childminder sensitively reintroduces them to other children as they play. Children learn about safety in meaningful ways. For example, they dress up as police officers and learn about crossing the road safely. Children are aware of personal safety. For example, they independently talk about the need to walk carefully while holding scissors. Children's behaviour is excellent and they enjoy being part of routines. For example, they independently offer to sweep the floor and tidy resources away. The childminder is a superb role model and has the highest expectations for all children in her care. Children learn about the wider world in imaginative ways. For example, they access electronic tablets to explore technology, enjoy picnics in the park and go blackberry picking in the local environment.

### Outcomes for children are good

Children make good progress from their initial starting points. They thoroughly enjoy their time at the childminder's home and demonstrate high levels of self-esteem. They are active and motivated learners who show good levels of imagination. They understand sharing and turn taking and are building strong relationships with their peers. Children are supported with the skills they will need for future learning.

## Setting details

<b>Unique reference number</b>	311917
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10106244
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	16 April 2015

The childminder registered in 1995 and lives in Hollingworth, Hyde. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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