

# Childminder report

<b>Inspection date</b>	19 July 2019
Previous inspection date	5 August 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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are strong. Parents praise the childminder and recommend her service to families in the community. The childminder uses a variety of effective methods, including photographic observations and a daily information record, to share information with parents. This helps to ensure a shared approach towards supporting children's care and learning.
- The experienced childminder empowers all children to develop confidence and self-esteem. For example, she provides constant praise and encouragement and allows ample opportunities for children to lead their own play. The dedicated playroom boasts an array of interesting resources, which children make independent choices from.
- The childminder keeps herself up to date with new initiatives and information by reading, liaising with other childminders and attending mandatory training. She also completes some additional training online. However, her professional development is not yet precisely focused to help her to strengthen the good quality of teaching to the highest level.
- The childminder takes time to get to know children well. She cleverly plans activities that excite children and support their learning needs. This means that all children are enthusiastic and keen learners who make good progress.
- Children develop strong emotional attachments with the kind and sociable childminder. She has a constant, calming presence. Younger children regularly seek her out for cuddles and are reassured by the close bonds they share. The childminder and children of all ages laugh together and show genuine affection towards each other.
- The childminder places a strong focus on supporting children's reading skills. Older children delight in reciting sentences from favourite books, such as 'Room on the Broom'. Younger children show increasing listening and attention skills. They listen intently to stories and attempt to turn the pages. However, at times, the childminder does not use the correct pronunciation of words, to further support younger children's developing speaking skills.

## What the setting needs to do to improve further

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

- focus professional development even more precisely and raise the already good quality of teaching and practice to an outstanding level
- build on ways to support younger children's speaking skills, for example, by consistently using and reinforcing the correct pronunciation of words.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, including policies and procedures, the childminder's self-evaluation and evidence of her suitability and the suitability of all adults who live on the premises.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of parents' views through written documentation provided prior to the inspection.

#### Inspector

Layla Davies

## Inspection findings

### Effectiveness of leadership and management is good

The childminder takes pride in the reputation that she has developed and evaluates her provision generally well. This has helped her to maintain a good standard. The childminder monitors children's progress closely to identify areas where additional support is needed. For example, from her assessments, the childminder noticed a gap in boys' literacy development. She swiftly provided additional opportunities for boys to develop their writing skills. This helped the gaps in learning to close. Safeguarding is effective. The childminder fully understands child protection procedures. Children are well protected and safe. The childminder has sought additional reading on some of the wider aspects of safeguarding to help enhance her own knowledge in this area.

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

The childminder offers rich opportunities to support children's sensory and exploration skills. They experiment in a large tray filled with interesting materials that resemble a farm. The childminder provides toy animals, a water 'pond' and shredded pieces of wheat, to replicate hay. Children show good levels of persistence. They persevere to open the wheat packets and concentrate to construct fence panels, for the farm enclosure. Children eat pieces of the wheat and the childminder swiftly builds on the learning opportunity that arises. Together they discuss foods that animals eat. The childminder uses animated facial expressions as she sings lively songs and rhymes. She changes her tone to capture children's interest. They join in eagerly with the actions and words to the songs. Overall, this helps children to develop their communication skills.

### Personal development, behaviour and welfare are good

The childminder speaks to children with sensitivity and compassion. Children behave very well. The childminder sets high expectations and promotes respect and strong values. For example, children willingly help the childminder to wash and dry toys after they have finished using them. The childminder takes children out in the local community to meet with other children and childminders. This helps to develop their social skills. Children delight in a jumping and dancing game. They imitate 'bunnies' and energetically bounce around the room. This helps them to burn off energy and develop their physical skills. Children place picture cards with different emotions depicted on the 'feelings tree'. This helps to encourage them to share how they are feeling. Children learn to keep themselves safe. The childminder asks about road safety. Children describe how they stop and wait at traffic lights and declare, 'That is why it goes on red'.

### Outcomes for children are good

Children develop skills for learning in school, such as writing. For example, they draw on a chalkboard, using their preferred hand. Younger children make marks using their fingers in assorted sensory materials, such as wet porridge oats. Young children capably complete small tasks for themselves, such as eating with cutlery and putting on shoes. Children operate a range of equipment and toys. They delight in seeing the effects of their actions. For example, older boys fix chains to hooks and open and close various locks and latches. Younger boys operate technology toys with skill. They smile with pride when they press buttons and assorted farm animals pop up.

## Setting details

<b>Unique reference number</b>	EY386854
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065384
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 August 2015

The childminder registered in 2009 and lives in Oldham, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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