

# Childminder report

<b>Inspection date</b>	12 September 2018
Previous inspection date	14 January 2016

<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 good. Parents are highly complimentary about the service they receive. They comment, 'The childminder is kind and loving and makes sure children are well cared for each day, the setting really is home from home'.
- The childminder is motivated and passionate about her professional role. She continually reflects on her practice and takes steps to improve. Self-evaluation systems are well established. Coupled with the childminder's dedication and aspirations to excel, the quality of service provided is good.
- Children make consistently good progress across all areas of their learning and development. The childminder regularly observes children and has good knowledge of each child's progress and interests. She uses this to plan activities to support their next steps in learning.
- Children care for each other and enjoy good friendships. They regularly check that their peers are close by and they enjoy each other's company. Children are sociable and respectful of others. Children behave well.

## What the setting needs to do to improve further

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

- extend and make the most of learning opportunities in the outdoor environment and fully support children who prefer to learn outdoors to make even better progress in their learning
- strengthen already good information sharing with parents and help them continue their children's learning at home.

### Inspection activities

- The inspector observes the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector conducted a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with childminder at appropriate times during the inspection. She looked at documentation, including the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector considered the views of parents.

#### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has a secure knowledge of her responsibilities associated with child protection. She has recently completed safeguarding refresher training and also wider safeguarding courses to ensure her knowledge is up to date. Professional development impacts positively on the quality of service. The childminder places high priority on keeping children safe and secure. She regularly checks children are happy and safe and completes detailed risk assessments of her home and outings. The childminder closely monitors children's progress and quickly identifies and addresses gaps in learning as these arise.

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

The childminder's interactions and teaching are good. She provides sufficient challenge and each activity incorporates increasing levels of difficulty. This helps to retain children's engagement, curiosity and extend their learning, overall. For example, children enjoy categorising different coloured items. They count in sequence and sort objects. Children extend their critical-thinking skills and practise mathematics during this stimulating activity. Children investigate a range of natural resources, such as shells, pine cones, twigs and leaves. They explore with curiosity and excitement. Children talk about what they can see, describing the shells as 'shiny' and 'smooth'. Discussions relating to children's play help support communication skills well.

### Personal development, behaviour and welfare are good

The childminder creates a positive, safe and happy environment for children. Children's sense of self-worth is nurtured through genuine and ongoing praise. Children demonstrate pride in their efforts and achievements. For instance, they approach the visiting inspector to share their delight and enjoyment in their play. Children are confident and self-assured. Children are encouraged to take manageable risks. They are closely supervised and safety is paramount. Children climb and balance on large outdoor play equipment, building confidence and raising self-esteem. The childminder provides nutritious foods. For instance, at snack time children enjoy a range of fresh fruit. Furthermore, they discuss the effect food has on their bodies, making them, 'Big and strong'. Children develop a positive attitude to healthy eating, contributing to their good physical health.

### Outcomes for children are good

Children are keen and energetic about their learning and make good progress from their starting points. Children contribute to discussions and answer questions as they play. They develop good conversational skills and their physical skills are secure. For instance, children climb slide steps, balance on scooters and rock on see saws. They run with ease and develop good physical skills. Children acquire necessary skills and prepare well for the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY421918
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065414
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	14 January 2016

The childminder registered in 2011 and lives in Royton, Oldham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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