

Childminder Report

Inspection date

1 October 2015

Previous inspection date

27 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder provides a broad range of interesting activities which reflect children's preferences and needs. Children frequently contribute ideas for activities.
- Care practices effectively promote children's emotional and physical well-being. Children are very confident and happy. They settle quickly as a result of the childminder's caring and sensitive practice.
- The childminder has long-standing and well-established links with other settings that children attend and makes effective use of these to complement children's learning. She works closely with the co-childminder to support consistency in practice.
- The childminder makes very good use of partnerships with parents in order to promote their children's well-being and help them to become involved in their children's learning and development.
- Children's views about the setting are frequently sought in order to tailor activities and the environment to their needs and interests. The childminder regularly seeks parents' views in order to check that their children's needs are met and to promote continuous improvement in practice.

It is not yet outstanding because:

- The childminder does not make the maximum use of daily routines to encourage children to help with small, manageable tasks that enhance their independence skills and help them to learn the satisfaction to be gained from taking on small responsibilities.
- Reflection on practice does not have an exceptional level of precision in order to set consistently high expectations to drive continuous improvement.

What the setting needs to do to improve further

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

- give children more opportunities to try to do small tasks for themselves, to develop their independence skills even further and learn the satisfaction to be gained from helping others
- sharpen the way in which reflection is used in order to identify areas for further enhancements in practice and bring about continuous improvement.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder.
- The inspector looked at relevant documentation relating to the provision for children's welfare and learning, along with evidence of the suitability of those living or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her practice in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding children are effective and the childminder has a good understanding of how to manage any concerns she may have about children's welfare. She monitors children's achievements and development closely, sharing this information with their parents and the other settings that children attend. Therefore, partnerships are used effectively to enable the childminder and others to further promote children's progress. All required qualifications, records and documents are in place, demonstrating how the childminder has a secure understanding of how to implement statutory and other government requirements in order to promote children's welfare. The childminder reflects on the quality of provision and identifies areas where she can make further enhancements to her practice. She makes very good use of her lengthy experience and the knowledge gained from frequent training to maintain high standards in quality of provision.

Quality of teaching, learning and assessment is good

The childminder has a secure knowledge of the activities and resources which individual children prefer. She makes effective use of these to help children relax and enjoy their time before and after the school day. Children quickly find the resources they need for their play as these are accessible. The childminder provides a broad and interesting range of activities which support children's imaginative and creative play. Children have opportunities to develop their knowledge of letters, numbers and shapes through the activities offered. They use a variety of technology resources both individually and in groups, which promotes their skills and knowledge of how to operate these, as well as helping them to share with others. The childminder observes children's play closely in order to identify opportunities where she can build on their learning achieved in other settings. She works with parents and other settings to help children succeed when areas are identified where children need more support. The childminder has a good understanding of how to use children's chosen activities to help them practise skills they find more difficult. She makes effective use of children's discussions about their play to extend their thinking and communication skills.

Personal development, behaviour and welfare are good

Children learn to manage their feelings and behaviours due to the childminder's effective support. They are encouraged to make decisions about the best action to take, so that they learn to observe rules which promote their well-being. Children independently keep track of the time they spend on activities and return the resources to the childminder so that others can use them. They take turns in activities and demonstrate good cooperative skills. Children use good manners and the childminder acts as a highly effective role model for this. The childminder uses a variety of methods to celebrate children's efforts and achievements which helps to develop good self-esteem. Children learn about the factors which contribute to a healthy lifestyle. They enjoy nutritious snacks and have daily access to a range of outdoor activities. The childminder teaches children how to stay safe in a variety of environments, which contributes to children learning to later manage their own safety. Children manage their belongings and self-care competently, which complements the skills they need at school.

Setting details

Unique reference number	315731
Local authority	Bolton
Inspection number	868319
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	27 January 2011
Telephone number	

The childminder was registered in 1991 and lives in the Smithills area of Bolton, Greater Manchester. The childminding setting operates from 7am to 8.55am and from 3.20pm to 6.50pm on weekdays during term time only. The childminder has a childcare qualification at level 3 and works with a co-childminder.

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