

Childminder Report

Inspection date

22 April 2015

Previous inspection date

19 January 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Strong partnerships with parents enable the childminder to extend children's learning effectively when they are in her care. She keeps parents informed of the progress children make in their learning, through regular progress summaries. The childminder also supports parents with ideas about how they can enrich their child's learning experience at home.
- The childminder provides a warm, welcoming environment, where children feel safe and secure. She offers consistently high-levels of praise and encouragement to children, which develops their confidence and self-esteem.
- The childminder undertakes observations and assessments of the children to help her to identify their next steps in learning. She uses this information to inform planning of activities to ensure that children make good progress towards the early learning goals.
- Children have formed secure attachments and developed positive relationships with the childminder, which promotes their emotional well-being. They establish good friendships with other children who attend, and are fully motivated and engaged in their activities.
- The childminder has a secure knowledge of her responsibilities in keeping children safe. She has recently completed child protection training and reviews risks in the environment and outings regularly, to ensure children's well-being is effectively promoted.

It is not yet outstanding because:

- The childminder does not always use different teaching strategies, such as consistently asking challenging questions, to enhance children's critical-thinking skills.
- Opportunities for children to write and make marks are not always optimised in all areas of play.

What the setting needs to do to improve further

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

- extend the use of a wider range of teaching strategies, for example, by asking more challenging questions to support children's critical-thinking skills further
- enhance children's opportunities to practise freely and give purpose to their early writing, by providing more opportunities for them to write in all areas of play.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection, and observed play, teaching and learning opportunities.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures, and evidence of the suitability checks for all adults living in the household.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.
- The inspector had a tour of the areas that are used for children.

Inspector

Nicola Eyre

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder demonstrates a good understanding of children's interests and individual needs. She uses this knowledge well, to plan a wide range of appropriate and stimulating activities, to promote their development in all areas of learning. Children's interest in numbers and shapes are well supported by the childminder. She effectively encourages children to count while they play, and introduces mathematical language, such as big, small and symmetrical. As a result, children's understanding of these concepts is extended. The childminder incorporates numbers into the different activities that children are engaged in, to support number recognition. However, the same opportunities for children to write and make marks, supporting their interest and giving a purpose for their mark making, are not always available in the different areas of play. As a result, there are missed learning opportunities that promote children's early writing skills. While the quality of teaching is good overall, children's ability to problem solve is not always maximised. This is because the childminder does not consistently ask effective questions that require children to consider and discuss options. Sometimes she offers her own solutions before allowing the children time to consider what to do next.

The contribution of the early years provision to the well-being of children is good

Children are happy and confident in the childminder's care. The childminder supports children to play alongside each other, to share resources and learn how to resolve conflict. This supports children in socialising with others, gaining confidence and emotional independence, which prepares them well for their future learning. Children have a good awareness of keeping themselves safe, as the childminder talks about the importance of safety throughout their daily routines and activities. Healthy lifestyles are also effectively promoted through daily routines and activities, such as planting their own vegetables. Children develop a suitable knowledge of how healthy practices and exercise promotes their overall health and physical well-being. The childminder interacts well with the children and they thoroughly enjoy the activities that she provides. She organises various outings in the local environment and further afield, to offer children different experiences, such as visiting the zoo and local museums.

The effectiveness of the leadership and management of the early years provision is good

The childminder communicates with parents on a daily basis and sends home regular newsletters to inform and celebrate children's achievement. As a result, parents are aware of how their child is progressing and how they can support their child's learning at home. Parents are extremely complimentary about the childminder and they are happy with the care and teaching that she provides. The well-qualified childminder is committed to promoting good-quality provision, and she effectively reflects upon her practice to support her to identify areas for development and further training. She attends relevant training events that become available, in order to further enhance the provision and the learning outcomes for children.

Setting details

Unique reference number	315760
Local authority	Bolton
Inspection number	871991
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	19 January 2009
Telephone number	

The childminder was registered in 1998 and lives in Harwood, Bolton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification. The childminder offers funded places for two-, three-and four-year-old children.

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