

Childminder report

Inspection date	23 April 2019
Previous inspection date	14 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The well-qualified and experienced childminder provides a welcoming play and learning environment in her home.
- The childminder promotes children's early literacy well. This is demonstrated when she reads a traditional story to children. She helps them to notice what is happening in the pictures. She reads in different dramatic voices and this makes the story exciting. She uses props and puppets and this helps her to make the story meaningful.
- The childminder establishes consistent routines. Children know and follow the routines and this helps to promote their confidence and independence. For example, children busily take off their shoes and place them on a shelf in the shoe cupboard when they come into the house.
- The childminder takes account of the views of parents and children when she evaluates her provision. Parents feel well informed about activities and children's daily care. They particularly like the well-presented photographs and written observations in children's learning journals.
- The childminder observes children and makes accurate assessments of their progress. However, there are occasions when she does not use information from assessments to identify as precisely as possible what children need to learn next.
- The childminder holds interesting conversations with children and asks them many questions. However, some of the childminder's questions do not help children to deepen their thinking and to extend what they know and understand.

What the setting needs to do to improve further

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

- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what they need to learn next
- strengthen questioning techniques further so that children have even more opportunities to extend what they know and deepen their understanding.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, including evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her knowledge and understanding of child protection matters. For example, she completed online training about the 'Prevent' duty. She knows the action she must take if she has concerns that a child is at risk of harm. The childminder makes changes that help her to continuously improve her provision. For instance, she wanted to gather more detailed information about babies' routines, preferences and development when they first attend her setting. She introduced a form to guide her early discussions with parents. As a result, she now establishes starting points for babies' care and education even more effectively.

Quality of teaching, learning and assessment is good

The childminder uses her wide-ranging toys and resources effectively. This is exemplified when older children play independently with the props for a traditional story about three pigs. They know the story well and skilfully weave their own ideas into their narrative and role play. The childminder helps children to understand the world. For example, they talk about the three houses in the story. The childminder helps children to think about how houses are built. They look carefully at the different houses that they walk past on the way to school. The childminder encourages parents to continue children's learning at home. For example, she provides parents with the words for the 'rhyme of the week'. This helps everyone to work together to promote children's early reading.

Personal development, behaviour and welfare are good

The childminder has a calm and reassuring manner. Relationships between the childminder and the children are positive and children demonstrate that they feel secure. The childminder teaches children to identify and manage risk. For example, older children learn that they must be careful not to scatter small toys in case toddlers swallow them. The childminder's policies and procedures help her to promote children's welfare. For example, she follows care plans for children who have allergies to certain foods. Children run and climb in the childminder's well-equipped garden. This helps them to develop strength and balance and promotes their good health.

Outcomes for children are good

Children are eager learners who make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children become engrossed in favourite books and know the sequence of events in familiar stories. Older children know that written letters represent sounds. They begin to blend phonemes to build simple words. Children count during routines and activities. They begin to understand that numbers denote quantity. For example, they talk about how many Easter eggs they were given on Easter Sunday and how many are left. Children know why they must wash their hands before they eat. They develop independence in using the toilet.

Setting details

Unique reference number	316622
Local authority	Bury
Inspection number	10071520
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	14 August 2015

The childminder registered in 1993 and lives in Radcliffe. Her provision operates all year round, from 6.45am until 5.45pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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