

Inspection date

13 April 2015

Previous inspection date

27 March 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

- Teaching is good. The childminder has good systems in place to observe and assess children's learning. As a result, all children, including those who speak English as an additional language, are progressing well across all areas of the curriculum from their starting points.
- The childminder provides children with a wide range of activities and experiences that effectively promote their overall development. As a result, children are motivated and active learners and are developing the necessary skills to be ready for the next stage in their learning, such as the move to school.
- The childminder includes parents and other professionals in children's ongoing progress. As a result, children are well supported and their individual needs are met.
- Children enjoy caring and respectful relationships with the childminder and she is attentive to their individual needs. Therefore, children display high levels of confidence and self-esteem and behave very well.
- Children are effectively safeguarded. The childminder has attended training and her good knowledge of child protection ensures children are kept safe. The childminder holds a valid first-aid certificate and other adults living at her home are suitably vetted.
- Children's understanding of leading a healthy lifestyle is promoted. The childminder encourages children to make healthy food choices. Children have regular access to the outdoors and enjoy outings in the local community.

It is not yet outstanding because:

- The childminder has not fully considered all relevant communication strategies to support children who speak English as an additional language.
- The childminder does not provide consistent opportunities for parents to be able to contribute to the self-evaluation of her setting.

What the setting needs to do to improve further

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

- provide even more opportunities for children who use English as an additional language to be able to extend their communication skills, for example, by adding dual language books, posters and print to the environment and using these when playing and interacting with the children to further their understanding
- provide more consistent opportunities for parents to be able to contribute to the self-evaluation process.

Inspection activities

- The inspector toured the childminder's home.
- The inspector observed the childminder while she interacted with the children.
- The inspector spoke to the childminder and the children at appropriate times during the inspection.
- The inspector looked at some documents, including the childminder's policies and procedures, risk assessments and the children's development records.
- The inspector viewed evidence of the suitability of other adults living at the childminder's home.

Inspector

Donna Birch

Inspection findings

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

The childminder is experienced and knows the children very well. She engages in meaningful play, follows children's interests and interacts with them positively. As a result, children are happy, settled and confident in their surroundings. The childminder on most occasions, supports children to develop their communication and language skills. She uses a variety of questions and purposeful interactions, to extend children's vocabulary. For example, when playing with the trains she discusses concepts, such as size, shapes and colour. As a result, children's understanding of these is extended. However, opportunities for children who speak English as an additional language to extend their understanding of spoken words, have not been fully embedded. This is because the childminder has not fully considered the use of a wide range of media, such as books, images and signs that reflect children's cultural heritage and encourage their developing understanding. Children are supported to develop their personal and social skills. The childminder encourages them to play co-operatively, share toys and resources and takes them to the local toddler group.

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

Children have many opportunities to develop their physical skills. They have daily access to a well-resourced outdoor area. Children confidently use equipment, such as see-saws and bicycles. Children are developing an understanding of staying safe. They help the childminder with tasks, such as tidying away toys off the floor, and participate in regular fire evacuation practices. The childminder supports children to develop good hygiene practices. Children wash their hands before eating and after visiting the bathroom. Resources are clean, age appropriate and stored effectively, to assist children to make independent choices. There are good settling-in procedures in place, which effectively support children's confidence and emotional well-being. Children develop their self-help skills as they help the childminder with domestic tasks, such as preparing food and drinks.

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

The childminder has a good understanding of the early years foundation stage. She has good systems in place to monitor children's learning and ensure they make continued progress. Partnerships with parents are good. The childminder makes every effort to seek parents' views, with regards to their children's learning and care. However, opportunities for parents to contribute regularly to the self-evaluation of her setting have been less successful. The childminder has, however, made some meaningful changes to her setting. For example, she has addressed actions and recommendations made at her previous inspection, and has attended many training courses to further her own professional development. Additionally, she has worked with her local authority support worker to evaluate aspects of her provision, for example, she has improved her outdoor area. Therefore, she demonstrates a desire to improve her service.

Setting details

Unique reference number	504910
Local authority	Bolton
Inspection number	869246
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	27 March 2009
Telephone number	

The childminder was registered in 1994 and lives in Farnworth, Bolton. She operates all year round from 7am to 7pm, Monday to Friday, except bank holidays and family holidays. The childminder has an early years qualification at level 3.

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Piccadilly Gate
Store St
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M1 2WD

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