

Childminder Report

Inspection date

17 June 2016

Previous inspection date

13 January 2009

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		Good	2

Summary of key findings for parents

This provision is good

- The childminder has a good understanding of how children develop through play. She plans activities based upon children's interests and next steps. This helps them to make good progress in their learning and development.
- The childminder provides a warm, welcoming and homely environment. Toys and resources are easily accessible to children and they make choices about their own play.
- The childminder is a good role model. She demonstrates and reminds children about using good manners. She offers high levels of praise and encouragement consistently to children which help to support their confidence, motivation and self-esteem.
- The childminder keeps parents regularly informed of their child's progress through a range of digital media. She shares information about events and places to visit in their local community, as well as ideas for activities to do at home. This helps parents to be involved in their child's learning.
- The childminder has built effective links with other settings that children attend. They share information about individual children's achievements and their next steps in learning. This supports continuity between the settings and helps children to make good progress.

It is not yet outstanding because:

- The childminder does not consistently support children to think through and solve simple problems for themselves.
- Although the childminder is starting to reflect on the strengths and weaknesses of the setting, systems for self-evaluation and continuous professional development are in their infancy and are not yet fully effective.

What the setting needs to do to improve further

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

- enhance children's ability to manage simple problems or plan what they are going to do to develop ideas and work out solutions for themselves
- focus more precisely on developing a targeted programme of professional development and self-evaluation that ensures that the high-quality practice is sustained and consistently improved upon.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- 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 and working in the household.
- The inspector had a tour the areas of the premises where childcare is provided.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of how to adapt the environment for the individual needs of the children to keep them safe. She knows the possible signs and procedures to follow if she had any child protection concerns. She encourages children to recognise dangers for themselves. For example, while cooking at the pretend oven, they discuss if it is safe to touch the pan. The childminder supervises the work of her assistant so children receive a consistent service. The childminder monitors children's achievements. This helps her to identify any gaps in their development and to provide activities to support their learning. Relationships with parents are strong. Parents are very complimentary about the childminder.

Quality of teaching, learning and assessment is good

The childminder enthusiastically engages with children in their chosen activity and promotes their communication and language skills well. She listens carefully to the children and gives them time to talk. She repeats what they have said and extends their vocabulary, for example, through introducing words, such as sizzling. Throughout children's play she supports colour recognition and counting, as well as reinforcing the concept of size. The childminder supports children to develop their physical skills. For example, children enjoy kicking, throwing and catching balls in the garden. They also develop their small-muscle skills and make caterpillars from dough and make marks with chunky chalks. The childminder encourages parents to share learning that has happened at home. She builds on these new interests and emerging skills in her setting. This continuity between home and the childminder helps support children's good progress.

Personal development, behaviour and welfare are good

Children develop a good understanding of leading a healthy lifestyle. They learn about eating a well-balanced diet and go on regular outings within the local community. For example, they go to parks, playgroups and soft play centres. The childminder supports children's independence skills well. She encourages them to begin to take responsibility for their own personal care from an early age. She also teaches them the importance of helping to tidy up after an activity has finished. The childminder has realistic expectations of children's behaviour and she sets age-appropriate rules and boundaries. She sensitively reminds children about being kind and they readily share resources with each other. Children learn about each other's differences and enjoy activities that incorporate many different festivals and events. They learn about different types of families and how they are all unique.

Outcomes for children are good

Children are happy and eager to engage in activities which are fun and aimed at supporting their individual interests and needs. Good settling-in procedures help children to form secure emotional attachments with the childminder. They are confident and curious individuals who are interested in the world around them. They learn to socialise and play alongside each other. They develop the key skills needed in preparation for the next stages in their learning and in readiness for school.

Setting details

Unique reference number	EY223240
Local authority	Tameside
Inspection number	872486
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	12
Number of children on roll	6
Name of registered person	
Date of previous inspection	13 January 2009
Telephone number	

The childminder was registered in 2002 and lives in Droylsden, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder is eligible to receive funding for the provision of free early years education for two-, three- and four-year-old children. The childminder works with an assistant.

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Piccadilly Gate
Store St
Manchester
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