

Childminder Report

Inspection date

9 October 2015

Previous inspection date

28 February 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		Good	2

Summary of key findings for parents

This provision is good

- Care practices promote children's emotional and physical well-being. Children are motivated and confident. They have good opportunities to learn about the factors that contribute to maintaining good health.
- The childminder demonstrates good teaching skills when complementing the learning experiences that children receive in other settings. Children make good progress in gaining the skills needed for school.
- Partnerships and links between the childminder and other settings that children attend effectively promote children's well-being and good progress.
- The childminder encourages parents to regularly provide observations of their children's learning and to contribute their ideas and support for promoting their children's good progress.
- The childminder makes effective use of the skills and knowledge gained through her qualification to promote children's learning and well-being. She ensures that she updates her knowledge regularly which contributes to maintaining good standards of practice.

It is not yet outstanding because:

- The childminder has not built on her effective use of partnerships with parents and other settings by also involving children in assessment of their progress to help enhance their motivation to learn.
- The childminder does not reflect on her practice with the exceptionally high level of detail that leads to the best possible improvement in all areas of provision.

What the setting needs to do to improve further

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

- build on the current effective practice for assessing and identifying children's next steps in learning through partnerships, by implementing ways to help children become involved in this
- reflect on practice in more detail in order to identify all possible ways to further raise the quality of provision.

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 an evaluation of teaching 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 provision 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. The childminder has a secure understanding of how to identify possible concerns about children's welfare and who to report this to. She effectively minimises the risk of accidents and children learn how to manage their own safety in a variety of situations. The childminder explains carefully to children why she sets some simple rules so that they learn to behave safely. The childminder monitors children's learning thoroughly in conjunction with the other settings they attend, so that any emerging gaps can be quickly addressed. Continuity for the next steps in children's learning is well supported and activities are accurately matched to their needs. The childminder has a good understanding of the requirements regarding the use of assistants and how to supervise their practice, in the event that she resumes working with an assistant.

Quality of teaching, learning and assessment is good

The childminder provides a rich and interesting learning environment which stimulates children to explore and learn. Toys and resources are accessible so that children can make decisions about what to play with, supporting their development of independence and creativity. The childminder makes effective use of children's imaginative play to reinforce and test their learning in many areas, such as learning about numbers. She demonstrates very good skills when encouraging children to think critically in order to solve simple problems using numbers. The childminder provides good opportunities for children to learn about how technology has developed over time. She encourages children to choose books and develop an enjoyment of them to promote their later success in literacy. The childminder provides activities to help children explore their creativity and develop early writing skills.

Personal development, behaviour and welfare are good

The childminder values children's views and helps them to express their own ideas. She encourages them to choose activities and she follows their interests and preferences in order to further motivate them in their learning. She praises children's efforts and successes and children develop good self-esteem. The childminder teaches children about the importance of respecting others. She has a good understanding of how to help children learn to tolerate others who have different needs to themselves. The childminder raises children's awareness of diversity in the local and wider community so that children learn to respect differences of others, as well as appreciating their similarities. Children have good opportunities to test their whole-body coordination and take well-managed risks.

Outcomes for children are good

Children are making good progress in readiness for school. They learn why nutritious foods and exercise are important in a balanced lifestyle. Children develop independence and are confident when making their needs known. They learn effective hygiene routines as part of developing self-care skills.

Setting details

Unique reference number	EY251218
Local authority	Tameside
Inspection number	872609
Type of provision	Childminder
Day care type	Childminder
Age range of children	3 - 7
Total number of places	6
Number of children on roll	6
Name of provider	
Date of previous inspection	28 February 2011
Telephone number	

The childminder was registered in 2003 and lives in the Mossley area of Tameside, Greater Manchester. The childminding setting operates from 3pm to 5pm on Mondays, Wednesdays and Thursdays during term time. It opens from 8am to 5pm on Tuesdays and from 12pm to 5pm on Fridays during term time. During school holidays, the childminder works on weekdays from 8am to 5pm. The setting is closed for bank holidays and during the childminder's personal leave. The childminder has a qualification in childcare at level 3.

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