

# Childminder Report

**Inspection date**

4 May 2017

Previous inspection date

26 September 2014

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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 provides exciting activities and stimulating experiences, which motivate children to learn. For example, children talk excitedly about ladybirds and the lifecycle of a caterpillar. Such effective practice contributes to the strong progress children make.
- The childminder maintains the required adult-to-child ratios, which ensures children's safety.
- Children are polite, courteous and show respect for each other. For example, older children are extremely sensitive to the needs of younger children and take time to teach them the rules when playing hiding games.

### It is not yet outstanding because:

- The childminder has clear action plans to ensure continuous improvements. However, she does not actively seek the views of parents and children when evaluating the effectiveness of her provision.
- Although the childminder works incredibly hard to help children become ready for school, she does not consistently support their writing skills. As a result, children are not always forming their letters correctly.

## What the setting needs to do to improve further

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

- provide children with a better start to school, for example by working in partnership with the local feeder school to support children's early writing skills
- develop further the systems for self-evaluation by seeking the views of children and parents.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector discussed the childminder's self-evaluation.

### Inspector

Patricia Graham

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has kept up to date with child protection training, and she successfully implements her policies to ensure children's safety. For example, children have supervised access when using the internet and the childminder helps children to understand about e-safety through meaningful discussions. The childminder creates a nurturing environment where children and babies are valued and respected. Babies freely explore their environment safe in the knowledge that the childminder is close by to offer support and encouragement if needed. The childminder has clear action plans in place to drive improvements. However, she does not always seek the views of parents and children.

### Quality of teaching, learning and assessment is good

The childminder plans activities that meet children's individual learning needs and sustain their interests. Children make good use of their imaginations and work cooperatively to construct a pretend village with winding roads. They are confident communicators as they chat about the people and places in their village. Children also begin to recognise different shapes in their environment, which supports their early mathematical skills. For example, children squeal with delight when they recognise the winding road looks like a smiley face and 'the moon'. The childminder checks on the progress of children regularly, and she uses assessment information to ensure children are on track in their learning and development. The childminder also provides story bags for children to use at home, which assists parents in supporting their child's learning.

### Personal development, behaviour and welfare are good

The childminder gives children lots of praise and encouragement, which boosts their confidence and self-esteem. As a result, children are confident at initiating their own activities and they demonstrate a 'can do' attitude. Following a recent nature walk, children decided to paint daffodils and their artistic creations are proudly displayed, which recognises their achievements. Good emphasis is placed on ensuring children's safety. The childminder uses her assistant when collecting children from school, and they use this time to help children understand about road safety. Children also practise the fire drill on a regular basis so they know what to do in the event of an emergency. Consequently, children are developing a good awareness of how to keep safe.

### Outcomes for children are good

Most children start with skills and abilities that are typical for their age. However, the childminder recognises that children sometimes need a little support to help them make the best possible progress. Where progress is less than expected, the childminder acts appropriately, for example by seeking support from outside agencies. The childminder also works in partnership with the local feeder school to help children prepare for their move to school. She encourages children to become independent with their self-care skills, and she takes children on regular visits to the school. However, the childminder has not fully considered how to develop children's early writing skills in preparation for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY288742                                                                          |
| <b>Local authority</b>             | Rochdale                                                                          |
| <b>Inspection number</b>           | 1098274                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 0 - 11                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 11                                                                                |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 26 September 2014                                                                 |
| <b>Telephone number</b>            |                                                                                   |

The childminder was registered in 2004. She lives in the Middleton area of Manchester. The childminder operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds a relevant qualification at level 3. The childminder works with an assistant. The family has three dogs as pets.

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