

Childminder Report

Inspection date

4 May 2017

Previous inspection date

23 April 2015

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 monitors the progress made by children to help her to identify what they need to learn next. This helps her to plan activities that are tailored to individual children's needs and which help to support them to make good progress.
- The childminder consistently offers high levels of praise and encouragement to children. This helps to support their confidence, motivation and self-esteem.
- The childminder keeps parents informed of their child's progress. She has daily discussions, sends regular pictures and messages by text and shares regular assessments. She offers support and encouragement when parents are seeking involvement from other professionals. Parents are complimentary about the care and teaching she provides.
- The childminder has a good understanding of how to manage and promote positive behaviour. She demonstrates and reminds children about using good manners and children respond well.

It is not yet outstanding because:

- The childminder does not consistently give children time to explore their own ideas because the play they initiate themselves is too often interrupted.
- The childminder does not ask parents for detailed information about their children's abilities and stages of learning when they first start at her setting.

What the setting needs to do to improve further

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

- give children more time to explore and develop their own ideas through periods of uninterrupted play
- gather more detailed information from parents about children's learning and development when they first start, to help inform the assessments of the starting points for children's learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder assesses and minimises risks in the environment. She supports children to have a good awareness of keeping themselves safe throughout their daily routines, discussions and activities. For example, children use a knife to cut their own fruit at snack time and the childminder reminds them about being careful. She has a good understanding of child protection issues and the procedures to follow if she has concerns about a child's welfare. The childminder shows that she has a desire to develop the service that she provides. She reflects well upon her strengths and weaknesses and undertakes research and training to help her improve outcomes for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of children's interests and plans a variety of fun activities. She helps to develop children's knowledge and understanding of the world around them. For example, children have visited a safari park and on a recent walk collected tadpoles to observe the way in which they change over time. They grow tomatoes and strawberries in the garden and learn how to care for living things. Children enjoy building towers with bricks and comparing the heights of the towers with themselves. They count, identify colours and enjoy sharing books. The childminder supports children's language development well. For example, she repeats what children say to her to help with pronunciation. She introduces new words, such as, 'vapour trails' to further children's knowledge and vocabulary.

Personal development, behaviour and welfare are good

The childminder teaches children about the importance of leading a healthy lifestyle. Children have regular play in the garden as well as outings to the park, soft-play centres and regular swimming sessions. The childminder provides healthy, balanced meals and reinforces children's understanding of healthy foods effectively. Children enjoy looking at and painting pictures of fruit and vegetables. They explore the texture and taste a variety of different fruit. Children attend different groups in the community. The childminder uses these opportunities to help them build relationships with children their own age and develop skills, such as sharing and communicating with others.

Outcomes for children are good

All children make good progress during their time with the childminder. They are settled, happy and have formed close relationships with the childminder and each other. Children make choices about what they want to play with and develop good independence skills. They develop the key skills needed in preparation for the next stages in their learning, including the move to school.

Setting details

Unique reference number	EY293060
Local authority	Tameside
Inspection number	1092093
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	23 April 2015
Telephone number	

The childminder registered in 2004 and lives in Hyde, Cheshire. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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