

Childminder Report

Inspection date

3 July 2015

Previous inspection date

29 May 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

- The childminder has a good understanding of how to support children in their learning and development. She demonstrates effective teaching skills and plans a range of play experiences for all children. As a result, children make good progress and are prepared for their next stages in learning, including moving on to school.
- The childminder has caring relationships with children. They demonstrate self-confidence and resilience when trying new things and seek the childminder out to share experiences or for reassurance.
- The childminder has a good understanding of child protection. She is confident about the action to take to safeguard and protect children. Risks are managed and the home is safe and secure.
- Children are respected as individuals. The childminder understands children's individual needs and preferences as she obtains meaningful information from parents upon entry to her setting.
- The childminder makes good use of community facilities to complement the learning that takes place in her home. Children enjoy trips and outings to places, such as the local shops and varying playgroups.
- The childminder effectively reviews her practice to identify how she can drive forward improvements. This has a positive impact on the quality of the provision.

It is not yet outstanding because:

- The childminder does not always best promote children's imaginative and creative development.
- The childminder has not fully developed a system to consistently exchange detailed information about children's progress with other settings. This means some opportunities to enhance and complement children's learning are overlooked.

What the setting needs to do to improve further

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

- provide more opportunities for children to gain more confidence and to create or draw their own representations of objects
- strengthen the sharing of information about children's progress with the other settings children attend, in order to complement and promote children's learning to the highest level.

Inspection activities

- The inspector had a tour of all the areas used for childminding purposes and observed activities inside and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at a sample of policies, including risk assessments and children's assessment records, and discussed the systems for planning children's play experiences.
- The inspector took account of the views of parents from written information included in the childminder's parent survey and in thank-you cards.
- The inspector checked evidence of the childminder's qualifications and training and the suitability of household members.
- The inspector discussed the childminder's current procedure for self-evaluation.

Inspector

Joanne Parrington

Inspection findings

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

The childminder completes meaningful, good quality observations and assessments. She uses this information to accurately identify current learning and next steps in learning for each child. She frequently shares this information with parents at key times. However, she does not consistently share children's progress with the other early years settings that children attend. Therefore, she is not always able to complement children's learning to the highest level so that they are supported to make the best possible progress. All children enjoy creative activities, such as painting and drawing. However, the use of pre-drawn templates does not fully encourage children to draw freely and creatively. The childminder does provide purposeful activities, which she knows the children enjoy. For example, children play a shop game. Older children use writing tools to create their shopping lists and use pretend money to pay the shopkeeper, which develops their understanding of numbers being used in everyday life. Younger children enjoy exploring treasure baskets filled with shiny objects. They delight in banging, smashing and stirring the variety of objects. As a result, all children make good progress in their learning.

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

All children flourish as they positively grow in confidence and self-esteem as they form excellent attachments with the childminder. Younger children enjoy having a cuddle with her as they become tired after a busy morning playing and exploring. They enjoy sharing their photograph books of their families, further supporting their emotional security. The childminder takes children out to places in the community, such as the local library, parks and playgroups. This provides children with new experiences and supports them to gain an understanding of the local community. Children adopt good hygiene practices when independently washing their hands before mealtimes. Children enjoy accessing the well-resourced garden. They have opportunities to gain many physical skills, such as climbing. Children grow their own fruits, such as strawberries, which supports their understanding of making healthy food choices. Children are very well behaved and remember to use courteous language, such as please and thank you. Parents are highly complimentary of the care and learning the childminder provides.

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

The childminder has a good understanding of her responsibility to meet the requirements of the Early Years Foundation Stage. She holds a relevant early years qualification at level 3 and consistently accesses a range of training. For example, she has completed safeguarding, first-aid and food hygiene training to extend her knowledge and skills to protect children and keep them safe. The childminder evaluates her practice and shares ideas of good practice with the other childminders that she regularly meets with. This has a positive impact on the service she provides.

Setting details

Unique reference number	EY299333
Local authority	Bury
Inspection number	872999
Type of provision	Childminder
Registration category	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	29 May 2009
Telephone number	

The childminder was registered in 2004 and lives in Prestwich, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, excluding public holidays and family holidays. The childminder has an appropriate early years qualification at level 3. She provides funded education for two-, three-, and four-year-old children.

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