

Inspection date	19 March 2015
Previous inspection date	22 April 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

- Children are confident and enthusiastic communicators. The childminder and children talk together throughout the day and the childminder uses her good knowledge to develop their communication skills well.
- The childminder has a strong understanding of each child's stage of development. She provides a wide range of activities and experiences, planned for their learning needs and interests.
- Children have good relationships with the childminder. They are secure and happy in her care.
- The childminder keeps children safe from harm. She teaches them to behave well and keep themselves safe with gentle reminders and simple explanations.
- Partnerships with parents and other settings are good. The childminder shares information effectively to support children's development and well-being.
- The childminder attends groups and works with other childminders. This gives children plenty of opportunities to socialise and enjoy a good variety of experiences. The childminders share ideas to develop their practice.
- The childminder undertakes a wide range of training courses to develop her skills and knowledge. This has a positive impact on the quality of her provision.

It is not yet outstanding because:

- The childminder does not always maximise opportunities for children to make connections in their learning for themselves.
- The childminder's assessment of the strengths and weaknesses of her setting ensures good quality, but is not sharply focused enough to identify improvements to help children make the best possible progress.

What the setting needs to do to improve further

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

- extend opportunities for children to make connections in their learning for themselves, for example, by providing children with opportunities to independently enjoy looking at photographs of their past activities
- enhance evaluation skills to help identify further opportunities for improvement, for example, by working with fellow childminders to identify strengths and weaknesses in each other's practice.

Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of suitability of the members of the household, the childminder's qualifications and her improvement plans.
- The inspector spoke to one parent during the inspection and took account of the views of other parents from information in children's records.

Inspector

Sara Edwards

Inspection findings

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

The childminder is well qualified and understands how to promote children's learning. She takes their interests and development needs into account well in planning their activities. As a result, children enjoy their time and are developing all of the skills they will need for the next stage in their learning and school. For example, younger children concentrate as they enjoy sticking 'scales' on their dinosaur pictures, while developing their fine motor skills and solving problems. The childminder talks with the children throughout the day, skilfully using repetition and extending their phrases to develop younger children's speech and understanding. Older children enjoy wide ranging conversations, talking fluently with her about their experiences. She responds well to children's interests, for example, exploring their ideas as they ask to look at photographs together on the camera. However, she does not always build on their interests to maximise opportunities for them to learn for themselves, for example, by providing children with independent access to photographs of their activities.

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

Children are settled and confident in the childminder's home. They enjoy choosing how to spend their time from the range of toys, which are easily accessible to them. The childminder develops their independence and self-care skills well, so children are keen to try things for themselves and are proud of their achievements. They are all learning to share and take turns. The childminder gives them lots of praise and encouragement, which promotes their self-esteem. They are developing the confidence and skills to support the next stage in their learning and their move on to school. Children enjoy opportunities to exercise and challenge themselves, with trips to soft play centres and outdoor play in the garden. The children learn about healthy food as they grow fruit and vegetables with the childminder.

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

The childminder has a secure understanding of the requirements of the Early Years Foundation Stage and meets her responsibilities well. She understands how to protect children from harm and knows what to do if she has any concerns about a child in her care. The childminder monitors children's development thoroughly to ensure they are making good progress. She shares clear information with parents so they can work in partnership together to support children's learning and well-being. The childminder is a member of a professional body, which supports her professional development through sharing good practice and ideas. She is committed to delivering a high quality service and continually works to make improvements to her provision, such as introducing changes as a result of her frequent training. However, the childminder is less confident assessing the quality of her practice. She has scope to improve her provision even further by strengthening her evaluation of the strengths and areas of opportunity in her setting.

Setting details

Unique reference number	EY315630
Local authority	Bolton
Inspection number	862205
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	11
Name of provider	
Date of previous inspection	22 April 2009
Telephone number	

The childminder was registered in 2005 and lives in Farnworth, Bolton. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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