

Childminder report

Inspection date	6 December 2018
Previous inspection date	12 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 assesses and monitors children's development regularly and consults with parents to ensure that she includes their opinions. The childminder and parents discuss children's progress and learning targets. They work together to ensure children experience consistency in their learning.
- The childminder supports children to develop language and communication skills. For example, as they look through a shopping basket of food, she emphasises the words children do not yet know. The childminder engages children in conversation. She asks questions and then pauses, to allow children thinking time before they answer.
- The childminder ensures children are well prepared for school. She supports them to do things for themselves, such as putting on their coats and washing their hands. She encourages children to make new friends at toddler groups and helps children to become part of the school community.
- Children play imaginatively as they mimic things that adults do. Young children give their baby dolls 'milk' and pretend to fill cups with water from the play-kitchen taps.
- Although the childminder has fostered relationships with local schools, she does not consistently share with them information about the children who attend both settings. This means they do not always work closely together to support children's development.
- The childminder teaches well, however, sometimes, she directs children during creative activities and does not allow them to freely explore the resources.

What the setting needs to do to improve further

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

- enhance further the relationships with local schools to strengthen the quality of information shared
- enrich children's creativity by allowing them to freely explore the resources and activities provided.

Inspection activities

- The inspector took a tour of the setting and considered the learning environment.
- The inspector observed a planned activity and assessed the quality of teaching.
- The inspector held discussions with the childminder, for example, about her evaluation of the setting.
- The inspector viewed comments written by parents to assess their opinions.
- The inspector looked at documentation, such as assessments of children's development and information regarding the childminder's suitability.

Inspector

Karen Bingham

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands how to identify signs and symptoms of abuse and how to report any concerns she may have about a child or adult. The childminder assesses the areas that children play in and she puts measures in place to minimise any risks identified. The childminder evaluates her provision accurately and she asks children for their ideas about things they would like. She identifies areas for development and works well to address previous recommendations. The organised childminder regularly reviews documentation and ensures it is up to date. She keeps abreast of mandatory training courses and refreshes her childcare knowledge by attending local hubs, childminding groups and reading information from professional bodies. Information provided to parents is comprehensive. For example, she shares daily information with parents verbally and through the use of a diary.

Quality of teaching, learning and assessment is good

The childminder provides a well-resourced environment. Children easily access toys, books and resources that are age appropriate and that also reflect their interests. The childminder helps children to learn while they play. As they pretend to make cups of tea, she asks them about the colour of the cups and enquires how many they have. The childminder supports children to develop sensory awareness during play. For example, she encourages children to smell the scent in the dough as they roll and cut it. The childminder reads to children very well and this encourages children to develop a fondness for books. The childminder tells stories with enthusiasm. She discusses each page with the children and sings songs about what they have seen.

Personal development, behaviour and welfare are good

The childminder's caring demeanour helps children to feel comfortable, safe and secure. Effective settling-in sessions and procedures enrich the strong relationships the childminder has with the children. She knows what interests them, and talks to them about their family and ensures they have fun. The childminder supports children to behave well. She skilfully manages young children's emotions with patience, comfort and well placed distraction techniques. The childminder promotes diversity. For example, she enables children to experience the celebrations of other cultures and marks events that are important to the British way of life.

Outcomes for children are good

Children progress well. They develop comfortably within the expected levels for their age, with some children demonstrating mathematical abilities usually expected of older children. For example, young children count independently up to 27 as they play hide and seek with the childminder. Motivated children demonstrate self-confidence and self-esteem. They perform their favourite songs using a microphone and enjoy receiving praise and a round of applause. Children learn how to keep themselves safe. For example, they take part in regular fire drills and young children know they must hold the childminder's hand when they are on the school run.

Setting details

Unique reference number	EY316054
Local authority	Bury
Inspection number	10070093
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	12 February 2015

The childminder registered in 2005 and lives in Whitefield, Greater Manchester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except bank holidays and family holidays.

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