

Childminder Report

Inspection date

30 July 2015

Previous inspection date

17 January 2011

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 thorough understanding of how to implement the requirements of the Early Years Foundation Stage. The provision for children's learning and well-being is good and some teaching is outstanding.
- The childminder and her assistant have a secure understanding of how to identify and report any safeguarding concerns they may have about children in order to protect their welfare.
- Children make good progress or better in their learning, in readiness for school. The childminder strongly emphasises learning in communication skills and numeracy to underpin good progress in other areas of learning.
- Children are keen and motivated learners due the childminder's effective support for their physical and emotional welfare. Children's efforts are praised and celebrated in order to further motivate them.
- Children learn how to stay safe and use good personal hygiene routines. They have daily opportunities to be active and take well-managed risks in order to test their coordination skills.
- The childminder makes very good use of ways to help parents share information about their children's learning and experiences, in order to promote their progress. She is also successful in enabling parents to contribute directly to their children's learning.

It is not yet outstanding because:

- The childminder does not monitor and support her assistant well enough in targeting training at improving the quality of teaching to an outstanding level.
- Some opportunities to teach children new words and encourage them to extend their vocabulary are missed.

What the setting needs to do to improve further

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

- sharpen monitoring and supervision so that further improvements to teaching skills are identified for assistants, in order to provide consistently excellent levels of challenge for children
- enhance the opportunities for children to build on their existing good progress in learning descriptive language.

Inspection activities

- The inspector observed activities on the childminding premises.
- The inspector checked evidence of the suitability of the childminder and other adults living or working on the premises, as well as evidence of their qualifications.
- An evaluation of teaching was carried out by the inspector and the childminder.
- The inspector spoke to the childminder, the assistant and children at appropriate times during the inspection.
- The inspector looked at children's records and documentation relating to children's learning, along with a range of other documents, including policies and procedures.
- The inspector and the childminder discussed how the childminder reflects on her practice and makes plans for improvement.

Inspector

Jennifer Kennaugh

Inspection findings

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

The childminder has effective methods in place to monitor children's progress in order to quickly identify any gaps in learning. She also checks the range of activities offered to children to ensure they cover all areas of learning and include both adult-led activities and opportunities for children to direct their own learning. The childminder and her assistant make effective use of what they know about children's interests to help them try activities that they take part in less often, in order to extend their learning. All teaching is good and some is outstanding, leading to children making at least good progress in all areas of learning. However, reflection on teaching and the steps taken to enhance this further are not sufficiently detailed to always provide the best possible teaching and learning experiences for children. Furthermore, some opportunities to promote and extend children's descriptive language are missed. The childminder demonstrates highly effective skills in promoting children's learning of letters and sounds, including for those children who learn best when outdoors. Children also quickly gain strong skills in numeracy, including solving simple problems. Children are provided with a broad range of activities to promote the skills needed before learning to write, which reflect their choices and interests.

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

Children enjoy a range of healthy foods and learn where some of these come from as a result of activities provided by the childminder. The childminder and her assistant frequently emphasise the importance of using good manners and are effective role models for children. Children learn to manage their feelings and behaviour because the childminder and her assistant demonstrate effective skills in teaching this. Children learn to take turns and to respect the feelings of others. The childminder makes effective use of routines to promote babies' communication skills. Children have good opportunities to develop the self-care skills needed for their next steps, including full-time school. Resources are easily accessible in order to promote children's independence and they make decisions about what to use in their play, in order to direct their learning.

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

The childminder makes very effective use of her knowledge from gaining qualifications and undertaking other training to refine her teaching skills. However, she does not apply the same precision in order to further enhance the skills of her qualified assistant to the same high level. As a result, they are not always clear about what they need to do next in order to enhance their existing good practice. Skills and knowledge are gained from regular training, but this is not always accurately targeted to their individual needs in order for the best possible impact to be achieved. The childminder makes highly effective use of parents' views in order to enhance the provision and they have been integral in helping her to enhance the learning environment provided for their children.

Setting details

Unique reference number	EY364423
Local authority	Bury
Inspection number	857720
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	12
Number of children on roll	8
Name of provider	
Date of previous inspection	17 January 2011
Telephone number	

The childminder was registered in 2008. She lives in the Ramsbottom area of Bury, Greater Manchester. The childminding setting operates from 7am to 6pm on weekdays all year round, apart from personal holidays. The childminder is qualified to level 3 in childcare and employs an assistant who is also qualified to level 3. The childminder provides funded early education for three- and four-year-old children.

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