

Childminder Report

Inspection date

12 August 2015

Previous inspection date

9 June 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 secure understanding of how to report any concerns about a child's welfare to the correct authorities, in order to safeguard children.
- Children make good progress in their learning and development, including those who speak English as an additional language. The childminder demonstrates effective teaching and has a strong understanding of the skills that children need in order to be ready for school.
- The childminder acts as a role model for children so that they learn to respect others and use good manners. She provides effective support for children's emotional needs so that they have the confidence needed to underpin good progress.
- Children's physical well-being is promoted well. They learn good hygiene routines and enjoy daily outdoor exercise. They learn which foods contribute to a healthy lifestyle as part of a balanced diet.
- The childminder forms effective partnerships with parents which promote their children's well-being and learning. Parents are provided with practical ideas to support their children's good progress.
- The childminder makes effective use of the skills and knowledge gained through her level 3 qualification in order to continue to maintain good standards of care and teaching for children. She undertakes regular training in order to build on her existing good practice.

It is not yet outstanding because:

- The childminder does not make the best possible use of all opportunities to further extend children's independence skills.
- Reflection on practice does not always identify all areas where improvements can be made in order to enhance the existing good quality provision for children's learning.

What the setting needs to do to improve further

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

- use all possible opportunities to teach children independence skills
- refine the ways in which reflection is used in order to evaluate the impact of teaching on children's learning and promote continuous improvement in practice.

Inspection activities

- The inspector observed a range of activities.
- 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, the childminder and her co-childminder. The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector looked at children's records and documentation related 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 offers a wide range of interesting activities which effectively promote children's learning and development in all areas. Levels of challenge provided in activities are well matched to children's learning needs this promotes children's good progress. There are methods in place for the childminder and her co-childminder to share information so that they can promote all children's learning and well-being effectively. The childminder frequently shares summaries of children's progress and their next steps in learning with their parents. Parents are therefore aware of what their children have achieved and how the childminder intends to promote their future progress. Children develop good skills in readiness for learning to read and write because the childminder provides a broad range of activities which take account of their interests to promote this. Children make quick progress in developing their speaking skills and widen their vocabulary due to the childminder's emphasis on this area. This includes children who are learning to speak English as an additional language. Pre-school age children are encouraged to think critically during activities and to talk about their ideas in sentences, which promotes their communication skills. The childminder makes good use of activities to promote children's learning about numbers, shapes and colours.

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

Children learn self-help skills which promote their independence and readiness for school. They also have opportunities to learn the satisfaction to be gained from helping as part of a team. However, not all activities and daily routines are used to the greatest effect to support this so that children make the best possible progress. The childminder praises children for their efforts and successes which helps to motivate them to further learning. She is sensitive when supporting children to tolerate the needs and capabilities of others, in order to help them manage their feelings and behaviour. Children have daily opportunities to take well-managed risks while developing their physical coordination. They learn how to keep themselves safe on and off the premises as a result of effective practice. The childminder makes good use of partnerships with parents to promote their children's well-being from the outset of children attending. She ensures through regular checks that she has accurate information in order to promote children's well-being.

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

The childminder has a secure knowledge of the requirements of the Early Years Foundation Stage and, as a result, provides a good standard of care and learning for children. Regular and detailed reflection on practice ensures that the childminder maintains good quality provision in all areas. However, she does not always identify where children's achievement can be raised to the highest possible levels through the excellent use of routines and activities. The childminder exchanges good practice with other childminders as part of her systems to bring about continuous improvement.

Setting details

Unique reference number	EY366480
Local authority	Bolton
Inspection number	857791
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	9 June 2011
Telephone number	

The childminder was registered in 2007 and lives in the central area of Bolton, Greater Manchester. She operates all year round from 8am to 6.30pm, Monday to Friday, except personal holidays and bank holidays. The childminder has an early years qualification at level 3. She works with another registered childminder. The childminder provides funded early education for three- and four-year-olds.

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