

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 25 January 2019 |
| Previous inspection date | 12 August 2015  |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---------------------------------------------------------------|-------------------------|-------------|----------|
|                                                               | 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**

- Children thoroughly enjoy their time with the childminder and are eager to play, learn and discover. All children, including those who speak English as an additional language, make good progress, given their starting points.
- The childminder keeps parents well informed of the progress children are making and what they need to learn next. She provides parents with ideas for enjoyable activities to continue children's learning at home.
- The childminder uses ongoing observations and accurate assessments to establish the progress that children are making. She promptly identifies any gaps in children's learning and implements early support, when needed.
- Children behave very well and are kind and considerate to each other. They play cooperatively together and learn to take turns and share the resources.
- The childminder does not use highly effective methods to promote information-sharing with other provisions that the children attend.
- The childminder does not maximise opportunities to seek the views of parents and use this information to reflect upon and drive ongoing improvements to practice.

## What the setting needs to do to improve further

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

- build on methods to promote effective information-sharing with other professionals and other settings that the children attend, to promote children's already good progress
- maximise opportunities to seek the views of parents and use this information to reflect upon and drive ongoing improvements in practice.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and co-childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children and the co-childminder during the inspection.
- The inspector took account of the views of parents spoken to on the day and through written feedback provided.

**Inspector**  
Cath Palser

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of her role in safeguarding children and understands how to identify signs of abuse and neglect. She knows the procedures to follow should she have concerns about a child's safety or welfare. The childminder works effectively with her co-childminder. They are deployed well to meet the needs of children and ensure the smooth running of the daily routines. The childminder attends regular training to develop her own professional knowledge and skills. For example, following training, she understands how to help parents to seek early support, when needed.

### Quality of teaching, learning and assessment is good

The childminder stimulates children's enthusiasm for learning. She uses a range of effective methods to promote children's communication and language skills. The childminder introduces new words and uses props to encourage children to join in action songs. She tunes in well to children's communications and ignites their interest and curiosity as she changes her pace and tone. The childminder engages older children in purposeful conversation throughout the day. She promotes children's early mathematics skills well. For example, she challenged children to aim the ball at the corresponding numbers and colours on the wall. Children have good recall skills and remember previous learning. For example, they use their fingers to count and they sing number rhymes. Children concentrate as they build towers and work out how to manipulate the dolls so they balance in different positions.

### Personal development, behaviour and welfare are good

Parents say that they are happy with the healthy food provided and that children enjoy attending. Children form a strong bond with the childminder and her co-childminder and settle in quickly. They are confident and self-assured, and their emotional and physical well-being is supported well. Children enjoy taking part in regular outings in the community, including to the local parks and museum. They have plenty of opportunities to play with vigour and energy, and they practise their physical skills with confidence.

### Outcomes for children are good

Children are enthusiastic, energetic and active learners. They develop strong communication skills and are confident to ask questions and share their views and opinions. Children listen well and contribute towards discussions. They develop good independence and self-care skills and are confident to play, explore and experiment. Children have good critical thinking and problem-solving skills and are eager to have a go and try new things. All children, including those who speak English as an additional language, develop the skills for future learning and for school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY366480                                                                          |
| <b>Local authority</b>             | Bolton                                                                            |
| <b>Inspection number</b>           | 10061638                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 2 - 3                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 12 August 2015                                                                    |

The childminder registered in 2007 and lives in Bolton. She works with another registered childminder and operates all year round, from 7.30am to 7.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children. The childminder supports a number of children who speak English as an additional language.

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