

Childminder Report

Inspection date

4 June 2015

Previous inspection date

12 May 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

- The childminder provides children with an extremely stimulating environment, which is exceptionally well resourced.
- Children's health is effectively fostered because they spend a lot of time outdoors in the fresh air, eat healthy meals, grow their own vegetables and discuss the benefits of eating healthily.
- Safeguarding procedures are good. For example, the childminder has a good range of safety equipment in place and she has completed a paediatric first-aid qualification. In addition, the childminder has a secure understanding of the possible indicators of abuse and what to do if she has any concerns about the welfare of a child in her care.
- The childminder provides children with a wide range of activities and experiences that ignites their interests and motivates them to learn. In addition, children are able to choose to play inside or outdoors. This effectively promotes their physical development.
- The evaluation of what is working well and what needs improving is effective. As a result, the childminder is able to identify and address priorities for improvement.

It is not yet outstanding because:

- On occasion, the childminder does not respond to babies early attempts at conversation.
- The childminder does not consistently encourage more able children to do things for themselves.

What the setting needs to do to improve further

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

- enhance young children's communication skills further by consistently responding to their babble and early conversations, for example, by introducing sounds and naming their actions and objects
- extend opportunities to foster children's independence by allowing them time to try to do things for themselves, such as, pour themselves a drink and use cups without lids.

Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector spoke with children and held meetings with the childminder at convenient times throughout the inspection.
- The inspector and the childminder discussed the activities and experiences she provides for children.
- The inspector and the childminder discussed children's assessments and individual planning.
- The inspector looked at evidence of suitability of the adults living or working on the premises.
- The inspector took into account the views of parents through comments read at the inspection.

Inspector

Karen McWilliam

Inspection findings

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

The childminder knows all children extremely well and plans exciting experiences that meet their individual learning needs well. For example, children investigate the natural world, play with funnels and pipes on the water wall and explore a wide range of textures and materials. Activities such as these promote a wealth of learning opportunities. The childminder constantly interacts with children and overall, she supports their communication and language development. However, on occasion, the childminder misses opportunities to support babies' early attempts at conversations. For instance, she does not always introduce new sounds and words in response to babies' babbling, bouncing or banging. The childminder has implemented a variety of ways to promote parents involvement in their child's learning and development. For example, each child has a daily diary and parents can access their child's development records at any time online. Therefore, parents are able to continue their child's learning at home.

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

The playroom and the outdoor spaces are safe. Children are confident, happy and very well settled. They select from the accessible resources. However, the childminder does not maximise opportunities to foster their independence because she does not always encourage older children to do things for themselves. On occasion, the childminder provides too much support during their play, for example, more able children drink from cups with lids on and are not encouraged to pour their own drinks. Children have formed good relationships with each other and have strong attachments with the childminder. The childminder is an excellent role model for children. She consistently demonstrates good manners, praises children and teaches them safe practices. For example, she reminds children to keep themselves safe as they walk down the steps. As a result, children are very well behaved. The childminder ensures children are emotionally prepared for the next stage in their learning by making sure they have the skills and confidence needed.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage. She is passionate about childcare and committed to continually improving the quality of service she provides. She constantly reflects on her practice and has addressed the recommendation from her previous inspection. In addition, she makes sure the views of parents are taken into account. The childminder keeps a close check on the activities she provides for children. This ensures they support children's good progress and cover the seven areas of learning with breadth and depth. The childminder has attended a good variety of training and this has a positive impact on children's learning and development. The childminder understands the importance of liaising with other practitioners when children attend two or more settings. Furthermore, she makes sure children experience a complementary approach to their learning because she liaises with teachers when the time comes for children to move on to school or nursery.

Setting details

Unique reference number	EY369899
Local authority	Bury
Inspection number	857967
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	12 May 2009
Telephone number	

The childminder was registered in 2006 and lives in Bury. She operates during term time only from 8am until 5pm, Monday to Friday. The childminder provides funded early education for two-, three- and four-year-old children.

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