

Childminder Report

Inspection date

22 April 2016

Previous inspection date

22 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 has sustained her previous good judgement and has addressed the recommendations raised at her previous inspection.
- The childminder has a good knowledge of children's individual interests and needs. She uses this knowledge well to plan a wide range of appropriate activities to support children's good progress in their learning and development.
- The childminder is a good role model. She demonstrates and reminds children about using good manners. She consistently offers high levels of praise and encouragement to children, helping to support their confidence, motivation and self-esteem.
- Partnerships with parents are strong. The childminder keeps parents regularly informed of their child's progress through daily discussions, photographs sent by text message and progress summaries. This helps parents to know what their child is working on, and how they can support their learning at home. Parents are highly complimentary about the childminder and the teaching she provides.
- Children learn about risks through the routines of the day and the activities they are involved in. They are taught about the importance of tidying up and respecting their environment. The childminder is keen to support children, to know how to keep themselves safe.

It is not yet outstanding because:

- The childminder does not always support children's thinking and problem-solving skills.
- The childminder has not yet established a highly focused programme of professional development to drive forward future improvements.

What the setting needs to do to improve further

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

- enhance children's ability to manage simple problems or plan what they are going to do, in order to help them develop ideas or solutions for themselves
- focus more precisely on developing a targeted programme of professional development, to improve the already good teaching practice even further.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors and assessed the impact this has on children's learning.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.
- The inspector toured the areas of the premises where childcare is provided.
- The inspector observed children involved in a planned activity and discussed the outcomes of the activity with the childminder.
- The inspector reviewed written comments from parents and took account of their views of the service provided by the childminder.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows how to protect children from harm and what action to take should she have concerns about their welfare. She is committed to promoting a good quality provision for children and their parents. She takes their views into account when evaluating her provision. The childminder has a good understanding of how to monitor children's progress. This helps her to identify any gaps in children's learning and development, and to inform the planning of purposeful activities. The childminder has good links with the school nursery setting that children attend. She maximises opportunities available to help prepare children for the move to school. The childminder has high expectations regarding behaviour. Children learn what behaviour is accepted and how to respect others. They listen and respond well to the childminder.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn. She plans interesting activities that children enjoy and which motivate them to engage. She promotes children's communication and language skills well. She repeats what children have said to her, in order to support them to hear the correct pronunciation of words. She listens carefully when children's speech is unclear. This helps children to know that the childminder values what they have to say and helps build their self-esteem. Children's mathematical skills are well supported. Children independently discuss different colours and count objects throughout their play. The childminder effectively reinforces and extends their knowledge. Children enjoy digging for treasure in magic sand, and discuss the objects that they find. The childminder supports children to further develop their physical skills. For example, children enjoy using knives to slice and chop when preparing fruit at snack time.

Personal development, behaviour and welfare are good

Children are happy and settled in the childminder's care. Extensive settling-in sessions ensure that children form a strong bond with the childminder. This helps children to feel comfortable, confident and secure in the childminder's home. She works well with parents, gathering information to help provide consistency in care. Children learn important skills, such as sharing and independence skills. Children have opportunities to learn about healthy lifestyles. They enjoy regular exercise, and play in the garden and in the ball pool in the childminder's home. They also have a series of daily exercises that all children participate in. They spend time at the childminder's allotment where they grow and care for vegetables and learn about healthy eating. These activities successfully help to promote children's physical development, sense of well-being and their good health. Children learn about similarities and differences between each other. For example, they think about how it feels to have a disability and they learn about different festivals that people celebrate.

Outcomes for children are good

Children enjoy their time with the childminder. They have fun and make good progress in their learning and development. They develop the key skills needed in preparation for the next stages in their learning and in readiness for school.

Setting details

Unique reference number	EY425905
Local authority	Tameside
Inspection number	852628
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	15
Name of provider	
Date of previous inspection	22 November 2011
Telephone number	

The childminder was registered in 2011 and lives in Denton, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder is eligible to receive funding for the provision of free early years education for two-, three- and four-year-old children. The childminder works with another childminder.

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