

# Childminder report

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 20 March 2019  |
| Previous inspection date | 6 October 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

- The enthusiastic childminder effectively evaluates the quality of the provision with the support of her co-childminder and assistant. She makes regular improvements utilising her growing knowledge and experience. She obtains the views of parents and children to help develop plans for the future.
- The childminder builds strong partnerships with parents from the outset. She successfully gathers and shares information relating to children's care and learning. For example, the childminder shares regular updates and parents provide video clips of children's achievements at home. This shared approach contributes to the good progress that children make.
- Children are happy and settled in the warm and caring learning environment. They develop close bonds with the childminder and her assistants. They play harmoniously together and confidently include adults in their play.
- The childminder is a good role model. She speaks calmly and patiently to children, helping them to learn about good manners, sharing and taking turns. Children behave very well and show genuine care towards one another.
- Occasionally, during planned activities, the childminder does not always recognise the benefits of children being able to fully concentrate on their own tasks and introduce their own ideas.
- At times, the childminder does not develop children's attention and focus during their independent play.

## What the setting needs to do to improve further

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

- allow children even more time to explore and introduce their own ideas during activities and maximise their concentration and engagement in learning even further
- develop children's attention and focus during their independent play.

### Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector discussed self-evaluation, risk assessments and the childminder's policies and procedures. She checked evidence of the childminder's suitability and training certificates.
- The inspector took account of the views of parents from written feedback they had provided.

**Inspector**  
Suzy Marsh

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder knows the correct procedures to follow in the event of a concern about children's safety. Risk assessments are effective and help to maintain a safe environment for children. The childminder and co-childminder carry out robust recruitment checks on all adults working with children. They check their ongoing suitability and support them effectively through regular supervisory sessions. The childminder is committed to extending her knowledge and skills, and attends training to help further her professional development. After completing recent training with her co-childminder, they have undertaken a review of the learning environment to support and engage mathematics further. This helps to drive improvement and enhance outcomes for children.

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

The childminder uses effective systems to observe, plan and assess children's progress. She provides children with a good balance of adult-led and child-initiated activities, and helps to ensure any gaps in their learning are swiftly acted upon. The childminder is very good at promoting children's communication and language skills. For example, she supports younger children by providing a running commentary and offers opportunities to repeat language, such as song and rhyme sessions. She supports older children by asking open-ended questions, which enhances their language and thinking skills. The childminder encourages children to count and uses repetition to reinforce their good understanding of numbers. Children are competent mathematicians who are keen to take on challenges.

### Personal development, behaviour and welfare are good

The childminder successfully teaches children to be independent and to manage age-appropriate tasks for themselves. For example, children learn to wash their hands before meals and help to tidy away activities. The childminder provides children with healthy meals. She gathers detailed information from parents when children first start at the setting, enabling her to meet children's individual needs well. She gives children lots of affection and they feel valued by her. Children have regular opportunities to develop their physical skills. They relish opportunities to be physically active in the garden and during visits to the local park. They learn to value similarities and differences between themselves and have a deep understanding of the diverse community they belong to.

### Outcomes for children are good

Children are happy and well cared for. They are content in the care of the childminder and display high levels of confidence. Children enjoy dressing up as superheroes, playing with jigsaws and using their imaginations as they enact roles of serving people at a restaurant. They are confident communicators, express their needs well and consider the needs of others. Children are well prepared with the skills they will need for future learning, including their move on to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY436432                                                                          |
| <b>Local authority</b>             | Bolton                                                                            |
| <b>Inspection number</b>           | 10061647                                                                          |
| <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>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 18                                                                                |
| <b>Number of children on roll</b>  | 19                                                                                |
| <b>Date of previous inspection</b> | 6 October 2015                                                                    |

The childminder registered in 2011 and lives in Little Lever, Bolton. She operates Wednesday to Friday, from 7.30am to 5.30pm, all year round. The childminder holds an early years qualification at level 3. She works with a co-childminder and has support from a full-time and part-time assistant.

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