

# Childminder Report

**Inspection date**

27 July 2017

Previous inspection date

6 December 2012

| <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 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 passionate childminder regularly evaluates her provision and makes improvements. She has excellent systems in place to gather the views of parents and children. Older children use a suggestions box to let the childminder know what they would like to do and the childminder uses their suggestions when planning activities.
- The childminder monitors children's progress closely. She has developed excellent partnerships with other settings that children attend and they share a good two-way flow of information. This contributes to the good progress that children make.
- Children have formed positive attachments with the childminder. She gets to know children well and the characteristics that make them unique. For example, she recognises the things that children do when they are tired. This helps her to support children's emotional and physical well-being effectively.
- The childminder's home is welcoming and well resourced. Children chose items to extend their own ideas during play. This helps them to become independent learners.
- Children's behaviour is good in relation to their age. They show good social skills, use good manners and are eager to join in with daily routines, such as tidying away toys.

### It is not yet outstanding because:

- Sometimes, the childminder does not consider the different ways that children learn when delivering planned activities, to help to keep them interested in learning.
- While a wealth of information is gathered when children first start, it does not always focus specifically on what children already know and can do.

## What the setting needs to do to improve further

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

- consider the different ways that children learn when delivering planned activities, to help children to become even more interested and involved and to help them to make even greater progress in their learning
- gather even more detailed information about children's prior skills when they first start, to help to plan even more precisely from the very beginning.

### Inspection activities

- The inspector observed the quality of teaching during activities and free play. She assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of a planned activity with the childminder.
- The inspector looked at relevant documentation, such as children's records, the evidence of suitability of the childminder and persons living on the premises.
- The inspector held a number of discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder uses the knowledge gained from training and research to recognise the potential signs of abuse. She understands the local procedures in place to report concerns about children's safety or welfare. The childminder has formed effective partnerships with external agencies, such as speech therapists to help her to support children. She completes thorough risk assessments of her home and before going on outings. Children understand the rules in place, such as they are not allowed up the steps in the garden on their own. This helps to keep children safe. The childminder has developed well-focused plans for her own professional development. She links up with other local childminders. They share ideas and expertise. This helps her to improve practice and to raise outcomes for children.

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

Children enjoy listening to stories. The childminder runs her finger along the print as she reads and then hesitates as children join in with the sentence. This helps children to learn that print carries meaning and helps them to develop early reading skills. The childminder promotes children's speaking well. For example, as children talk, she very sensitively repeats words and sentences back to enable them to hear the correct pronunciation. Children have many opportunities to develop their small muscles in readiness for early writing. For example, they enjoy using glue to stick items onto paper, such as small buttons. They access safety scissors and concentrate as they cut around their creations.

### Personal development, behaviour and welfare are good

Parents are well informed about children's progress, achievements and their care routines. Parents speak highly of the childminder and the care children receive. Children's independence is promoted particularly well. For example, the childminder encourages children to complete self-care tasks for themselves, such as the fastenings on their coats. They persevere and are proud when they succeed. The childminder plans a wide range of outings for children, to local parks, groups and museums. This helps children to develop an understanding of the world around them. The childminder provides healthy foods and children engage in good hygiene procedures, such as handwashing before meals. This helps them to keep healthy. Children display good levels of confidence. The childminder offers children plenty of praise and children enjoy receiving it, often repeating the kind words that they hear.

### Outcomes for children are good

Children are well prepared for school. They are working in the age bands expected for their age and their mathematical development is excellent. For example, children can count over 30 objects and can complete simple addition and subtraction, such as adding one and taking one away. They can recognise numerals one to 16 and attempt to write some numbers. They recognise some letters of the alphabet and attempt to form recognisable letters. Children's concentration is particularly good during self-chosen activities.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY437600                                                                          |
| <b>Local authority</b>             | Tameside                                                                          |
| <b>Inspection number</b>           | 1059964                                                                           |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>       | 3 - 10                                                                            |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 4                                                                                 |
| <b>Name of registered person</b>   |                                                                                   |
| <b>Date of previous inspection</b> | 6 December 2012                                                                   |
| <b>Telephone number</b>            |                                                                                   |

The childminder registered in 2011 and lives in the Ashton-Under-Lyne area of Lancashire. She operates all year around from 7am until 6.15pm, Monday to Friday, except for family holidays and bank holidays.

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