

# Childminder report

|                          |              |
|--------------------------|--------------|
| <b>Inspection date</b>   | 1 May 2019   |
| Previous inspection date | 15 July 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>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 childminder provides a warm, welcoming home environment with a wide range of stimulating resources and activities. She supports children's needs and interests well. Children are very happy and settle well.
- The childminder monitors children's learning closely. She uses information about children's abilities and interests to plan good quality learning experiences. All children make good progress.
- The childminder is very caring and all children build good relationships with her. For example, she carries out home visits before children start to help them settle quickly and comfortably in her care. The childminder praises children's efforts and achievements and encourages their good behaviour. This supports children's emotional development very well.
- The childminder has a good understanding of child protection and wider safeguarding issues. She is aware of the signs and symptoms that may highlight concerns about a child's well-being. She is aware of the action to take and who to contact to maintain children's safety.
- The childminder has built successful relationships with parents. For example, she provides them with regular updates of children's progress and activities to help support learning at home.
- The childminder does not maximise opportunities for children to use their home language or provide resources that reflect their diverse backgrounds.
- The childminder does not consistently promote opportunities for children to practise their early writing skills.

## What the setting needs to do to improve further

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

- provide more opportunities for children who are learning English as an additional language to use their home language and provide resources to reflect their diverse backgrounds
- increase opportunities for children to build on their early writing skills.

### Inspection activities

- The inspector had a tour of the childminder's home. She spoke to children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of parents' views through the written feedback provided.
- The inspector sampled a range of documentation, including children's records and evidence of suitability checks.

#### Inspector

Alexandra Chiorando

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps her knowledge of safeguarding practice and procedures up to date. She understands her responsibility to protect children from harm. She ensures children have a safe environment in which to play and learn. For instance, she carries out thorough risk assessments for the home and when on outings. Furthermore, she teaches children about road safety during outings. The childminder reflects on her practice and provision. For instance, she recognises areas to improve, such as building on certain resources. She seeks feedback from parents and children. The childminder works well with other settings that children attend. She shares information about children's progress to ensure there is continuous support for their care and learning.

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

Children focus well and show high levels of concentration from an early age. They engage in a broad range of activities based on their interests and individual needs. For example, children are fascinated as they help to mix cornflower and water in a large tray. They manipulate the mixture and share ideas about what will happen when they add more liquid and colours to it. This helps children to develop their thinking skills. The children develop their vocabulary as the childminder introduces words to describe the mixture. The childminder helps children to count as they pour ingredients. This helps children to explore and begin to understand maths. The children use a variety of equipment to mix and pour the mixture. This helps them to develop their hand muscles and their hand-to-eye coordination. The childminder provides good support for children to develop their interest in songs and books. This helps children to gain confidence in their speaking and listening skills.

### Personal development, behaviour and welfare are good

Children's health and well-being is supported well. The childminder provides ample opportunities for them to benefit from regular exercise and enjoy nutritious meals. Children learn about the importance of good hygiene. For instance, they are supported to wash their hands after using the toilet and before meals. The childminder encourages children to share resources. Children learn to be kind and compassionate to others. Children benefit from outings to varied places of interest, such as local parks and playgroups. Recently, the childminder has supported their keen interest in dinosaurs.

### Outcomes for children are good

All children make good and consistent progress towards the early learning goals. They are independent and confident in their interactions with the childminder and each other. Children develop their physical skills well. For example, they dance and move to music. Children listen well and respond. For example, they help to put toys away when asked. Children are developing the skills that they need for their future learning and their eventual move to school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY452002                                                                          |
| <b>Local authority</b>             | Rochdale                                                                          |
| <b>Inspection number</b>           | 10065670                                                                          |
| <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>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 6                                                                                 |
| <b>Date of previous inspection</b> | 15 July 2016                                                                      |

The childminder registered in 2012 and lives in Milnrow, Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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