

Childminder Report

Inspection date

15 July 2016

Previous inspection date

11 March 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 worked hard to address the actions and recommendations for improvement since the last inspection. She now monitors children's achievements regularly and rigorously. This helps children to make good progress from their starting points.
- The childminder plans a wide range of quality activities. She incorporates children's individual needs and interests and challenges them to learn new skills.
- The childminder supports children's mathematical and literacy development well through play and focused activities. This helps them to develop key skills to support their future learning and in readiness for school.
- Children behave well and listen carefully to others. The childminder has high expectations for behaviour and consistent boundaries and rules are in place. Children learn how to take turns and share resources with their peers well.
- The childminder has a relevant qualification and accesses regular professional development opportunities in order to further improve her knowledge. She learns how to support specific skills, such as how to use sounds and letters when writing new words.

It is not yet outstanding because:

- The childminder has not fully established strong partnerships with local settings to ensure continuity of learning for the children in her care.
- Actions taken to improve the quality of the provision are not evaluated to show what impact they have had on the children.

What the setting needs to do to improve further

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

- strengthen partnerships with local settings that further support continuity in children's learning and raise outcomes to the highest level
- evaluate any actions taken to improve the provision and assess the impact this has had on children's learning and development, and consider where adjustments or further improvements may be needed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector completed a joint observation with the childminder and held discussions at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation, such as policies and procedures, the childminder's self-evaluation and children's assessment records.
- The inspector took account of parents' views recorded in the childminder's questionnaires.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder completes maintenance checks and assesses the environment to identify any risks. This helps to keep children as safe from harm as possible. She shows knowledge of child protection issues and understands what action to take if she is concerned about the welfare of a child in her care. The childminder generally reflects upon the effectiveness of her setting and gathers parents' views to help identify priorities for improvement. She incorporates children's views into her planning. For example, children suggest making biscuits or ask to go to the park to practise using the large climbing frame. The childminder monitors individual children's progress closely and identifies any gaps in their learning. She uses this information to plan challenging activities and support children to make progress.

Quality of teaching, learning and assessment is good

The childminder listens carefully to children and intervenes in their play to offer comments, questions and explanations. She has high expectations of the children and plans activities to extend their learning. For example, while making biscuits, older children are challenged to write a list of the ingredients. This effectively helps to promote their literacy development. Children's speech and communication are well supported. For example, they attend music and rhyme sessions, share stories together and sing nursery rhymes. The childminder utilises opportunities to support children's mathematical knowledge. They enjoy measuring different ingredients using the scales, find numbers on a number line and count how many bricks are in their tower. Parents are kept well informed about their child's development. The childminder completes a summary of their progress, has daily discussions and invites them to look at the children's observations. She also helps parents to support their children's learning in the home. For example, encouraging them to complete number activities.

Personal development, behaviour and welfare are good

Children benefit from a stimulating and welcoming environment. They access resources independently to follow their own interests in play. For example, younger children find the trains and start to fix them together. They use their imagination in the play kitchen and pretend to make cups of tea and apple juice. Children enjoy going to the local park and soft-play centre and frequently play in the garden. This helps to promote their physical well-being. The childminder sensitively supports the children to develop their independence. They persevere to peel the lid off their yoghurts, attempt to fasten the zips up on their coats and put their own shoes on. The childminder talks to children about making healthy choices. For example, she encourages them to think about what will happen to their teeth if they eat too much sugar.

Outcomes for children are good

The childminder completes an accurate review of children's progress between the ages of two and three years. Children are working comfortably within expectations for their age and some exceed this. Children build strong relationships with their peers and develop their confidence. This helps to foster their self-esteem and emotional well-being.

Setting details

Unique reference number	EY452002
Local authority	Rochdale
Inspection number	1042852
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	11 March 2013
Telephone number	

The childminder was 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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