

# Childminder Report

<b>Inspection date</b>	7 July 2016
Previous inspection date	23 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 from the last inspection. This is evident in her practice and ongoing commitment to continually improve.
- Children are working comfortably within expectations for their age and have made good progress from their starting points. Robust monitoring of children's development ensures that any gaps in children's learning are identified and acted upon swiftly.
- The childminder plans activities and opportunities that are well matched to the children's individual needs and next steps in learning. Consequently, they are excited and motivated to learn.
- The childminder has created a stimulating and welcoming environment both indoors and outdoors. Children access resources independently to pursue their own interests and ideas in play.
- The childminder is an excellent role model for the children. She gives clear guidance about what is right and wrong, and sensitively supports the children to share and take turns with resources. This helps to promote their personal, social and emotional development.

### It is not yet outstanding because:

- The childminder does not fully support parents to contribute their own information to children's ongoing learning and assessment or to further enhance their children's learning at home.
- The childminder does not make the best use of parents' views and opinions when reflecting on the overall effectiveness of the setting.

## What the setting needs to do to improve further

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

- offer parents more opportunities to contribute their own information to children's ongoing learning and assessment and enhance the information shared with them, in order to enable them to complement and extend their child's learning at home
- use parents' views when reflecting on the effectiveness of the provision and evaluate the impact of any changes on children's learning and development, in order to drive forward continual improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and held discussions at appropriate times during the inspection.
- The inspector took account of the written comments from parents on the feedback forms in children's assessment files.
- The inspector looked at a range of documents, including the childminder's self-evaluation, children's assessment documents, policies and procedures and training records.

### Inspector

Helen Royston

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder shows knowledge of the possible signs and symptoms of abuse and understands the importance of recording and reporting any concerns. She has detailed policies and procedures in place to help keep children as safe from harm as possible. The childminder has a relevant childcare qualification and accesses regular professional development opportunities. She works closely with the local authority advisory teacher and has strong links with other childminders. This helps to further improve her knowledge and practice. The childminder had made clear improvements in her observation, assessment and planning cycle. She reflects upon her strengths and weaknesses in order to make improvements. One example of this is having patio doors and a gazebo created so that children who prefer to learn outside can access the outdoors in all weathers.

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

The childminder is enthusiastic and uses a variety of different tones and expressions to engage the children well. She carefully intervenes in their play to ask questions and to challenge their thinking skills. She listens carefully to children, repeats back what they have said and adds new words to extend their language. Children love singing their favourite songs and join in with all the actions and words. This helps to successfully promote their communication skills. The childminder shows the children how to count accurately during play and they enjoy using their own mathematical knowledge. For example, they measure and compare how tall they have built their towers against their own bodies. Children are engrossed while making marks with water pens, concentrating carefully on the different patterns and movements they can make. Parents are involved in identifying what their children can already do when they start at the setting and are kept well informed about the progress they are making.

### Personal development, behaviour and welfare are good

Children benefit from having a wide range of resources to choose from. They enjoy making birthday cakes from bricks and sing Happy Birthday to each other. They love to be outside and have fun playing hide and seek. They have space to run and ride around on bikes and scooters. This helps to promote their physical well-being. Children show good concentration during activities. For example, they spend a long period of time searching for spiders in wooden shavings, using pincers and magnifying glasses. Children are well supported to develop their independence skills. They practise putting their own shoes and coats on, wipe their own hands and faces and choose what they would like to eat for snack. Children behave well and are consistently praised for their achievements. This helps to foster their self-esteem and emotional well-being.

### Outcomes for children are good

The childminder supports children to make good progress by planning carefully for their next steps in learning. They develop key skills in preparation for their future and in readiness for school. Children grow in confidence, develop strong friendships and learn how to share and cooperate well with others.

## Setting details

<b>Unique reference number</b>	316061
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	1043442
<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>	2 - 4
<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>	23 January 2014
<b>Telephone number</b>	

The childminder was registered in 1995 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.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2016

