

Childminder Report

Inspection date	22 July 2016
Previous inspection date	17 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 provides a safe and welcoming environment. Children settle quickly when they start and are happy in the company of the childminder.
- The childminder is enthusiastic and dedicated. She has worked hard to address the action and recommendations raised at the last inspection.
- The childminder uses regular and detailed assessments of children's progress. She accurately monitors and plans for each child to help their good progress and address any gaps in their learning.
- Children's self-esteem and independence are supported. For example, the childminder encourages children to choose and direct their own play from a range of good resources.
- The childminder reflects on her practice and seeks the views of parents and children. She identifies aspects to improve her provision which benefit children.

It is not yet outstanding because:

- Occasionally, during planned activities, the childminder misses opportunities to encourage children to build on their sensory and investigation skills even further.
- Parents are not fully encouraged to contribute to their child's learning and assessment in order to increase the sharing of detailed information.

What the setting needs to do to improve further

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

- increase opportunities for children to extend their sensory and investigation skills even further during planned activities
- strengthen partnerships with parents to help them contribute to children's learning and assessment in order to increase information sharing even further.

Inspection activities

- The inspector observed learning activities in the childminder's home.
- The inspector observed and discussed the outcomes of an activity with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and suitability checks.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took into account the views of parents made available from written references.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of the leadership and management is good

The childminder meets children's individual care and learning needs successfully. Safeguarding is effective. The childminder has a good understanding of the correct procedures to follow if she has concerns regarding a child's welfare. She has clear policies in place to support her good practice. The childminder plans to continue her professional development. For example, she accesses training opportunities online and shares ideas with local childminders. The childminder teaches children how to stay safe, for example, by following rules and understanding road safety when they are outside. Overall, the childminder establishes good partnerships with parents and other settings, such as school. She shares daily information about children's activities and welfare.

Quality of teaching, learning and assessment is good

The childminder demonstrates a good understanding of how children learn. She successfully promotes children's language in various ways. For example, she uses consistent conversation to help promote a rich language environment. She repeats words and sounds clearly for younger children to learn and mimic. Children enjoy new experiences. For example, their curiosity is ignited as they explore ice melting into water. The childminder provides opportunities for them to practise their counting skills and learn about shapes. For example, they count the number of rings on a stacking ring. Younger children enjoy playing with technological toys. For example, they smile and laugh as they press buttons to create sequences of lights and sounds. Children's early literacy skills are promoted through mark making and enjoying favourite books together.

Personal development, behaviour and welfare are good

The childminder is a positive role model; she teaches children to respect others and be kind to each other. Children develop good behaviour and social skills. The childminder helps to boost children's self-esteem and confidence. One of the ways she does this is through praise and encouragement. Children's health and hygiene are promoted through daily routines. For example, they have nutritious snacks and meals tailored to their needs. Children further their physical skills through various daily activities, for instance, running and climbing.

Outcomes for children are good

Children make good progress. They are confident and motivated learners. Children take part in a wide range of interesting learning experiences that reflects their interests and developmental needs appropriately. They develop independence. Children learn key skills to prepare them for the next stages in learning. They are supported closely for their eventual preparation to start school.

Setting details

Unique reference number	312034
Local authority	Tameside
Inspection number	1043717
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	17 January 2014
Telephone number	

The childminder was registered in 2001 and lives in the Ashton-under-Lyne area of Tameside. She operates on weekdays from 7.30am to 6pm all year round, except bank holidays and family holidays. The childminder has a childcare qualification at level 3.

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