

Childminder report

Inspection date	15 February 2019
Previous inspection date	7 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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

- Children are happy and content. They share good and supportive relationships with the childminder. This helps to foster their emotional security. The childminder knows the children well and responds sensitively to meet their individual needs.
- The childminder makes regular observations and assessments of children's development. She plans appropriate next steps to help them to make progress in their learning.
- Admission procedures are flexible and tailored to meet children's individual needs. This helps them to settle and to feel a sense of belonging.
- The childminder uses lots of praise and encouragement as she plays alongside children. This contributes to supporting their self-confidence and their engagement in learning. Children make some independent choices about their play.
- The childminder seeks the views of parents and children to help to support the evaluation of her provision. Since her last inspection, she has attended mandatory training. This helps to support children's welfare.
- Opportunities to share information about children's learning with parents and with other providers are not maximised.
- The childminder does not clearly identify ways to improve her good teaching skills and her knowledge to the highest levels.

What the setting needs to do to improve further

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

- enhance opportunities to share information with parents and with other professionals to help to provide continuity to maximise children's learning
- develop a sharply focused programme of ongoing professional development to help to raise the quality of teaching to the highest possible level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, parents' written comments and attendance records.
- The inspector considered evidence of suitability checks carried out for all adults living in the home.

Inspector
Kate Smith

Inspection findings

Effectiveness of leadership and management is good

The childminder has recently attended safeguarding training. She has a secure knowledge of signs and symptoms of potential abuse. The childminder knows the correct procedures to follow in the event of a concern. Safeguarding is effective. The childminder is fully aware of her responsibilities to support children's safety and their well-being. She uses effective risk assessment to help to maintain a safe environment for children. The childminder has carried out the recommendation from her last inspection. This helps to demonstrate her commitment to promoting ongoing improvement of her provision. Parents' comments are very positive regarding children's care and learning.

Quality of teaching, learning and assessment is good

The childminder recognises that babies are inquisitive and models actions for them to copy. For example, she stacks wooden blocks and encourages them to have a go. This helps to engage them in play and fosters their physical development. The childminder talks about what babies are doing as they play. This contributes to supporting their understanding. The childminder sings familiar rhymes and provides new vocabulary which helps to extend young children's language skills. For example, she names different types of animals and adds simple description about their colour and the noises that they make. Babies delight as they explore creating sounds with a range of musical instruments. The childminder provides a range of toys for them to investigate cause and effect. For example, babies enjoy posting objects, lifting flaps and pressing buttons to create a response.

Personal development, behaviour and welfare are good

The childminder promotes children's physical development well. She uses a range of strategies matched to children's stage of development. For example, she holds the hands of babies to offer them support as they learn to stand. Children are learning to take appropriate risk in their play. For example, they climb and balance on a range of outdoor play equipment. This helps to promote their coordination. The childminder supports children's independence and their self-care skills well. For example, babies are encouraged to feed themselves and to have a go at wiping their own faces. The childminder has high expectations for all children and promotes positive behaviour.

Outcomes for children are good

All children are making good progress in their learning. Babies are curious and try out their ideas. The childminder fosters resilience and encourages children to try again. Babies relish her praise as they babble. This helps to support their self-esteem and language development. Children are learning to write their own name and to recognise numerals. They are developing skills that will help to support them in the next stage of their learning.

Setting details

Unique reference number	311945
Local authority	Tameside
Inspection number	10060246
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	6
Number of children on roll	11
Date of previous inspection	7 April 2015

The childminder registered in 1996 and lives in Dukinfield, Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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