

Taylor, Sarah

Trows House, Trows Lane, ROCHDALE, Lancashire, OL11 2UF



Inspection date	10 October 2016
Previous inspection date	12 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 implements care practices that effectively promote children's physical and emotional well-being. She exchanges information frequently with parents and her co-workers to support children's care needs.
- Teaching is consistently strong, promoting all children's good progress in all areas of learning. Overall, children have dynamic, rich and varied opportunities to learn, particularly about the natural world.
- The childminder forms detailed assessments of children's learning and uses these effectively to provide levels of challenge that match their learning needs. She encourages parents to contribute what they know about their children's learning to help plan what they need to learn next.
- The childminder recognises the importance of acting on the professional development needs of herself and the assistants. She contributes to the management of assistants effectively with regular discussions to help improve their teaching skills.
- The childminder seeks the views of parents, co-workers and children to reflect on practice. Generally, this helps to inform the decision making that contributes to the continued high quality of the provision.

It is not yet outstanding because:

- The childminder does not make the best possible use of opportunities for children to learn to help themselves and rapidly make outstanding progress in gaining independence.
- The childminder does not reflect to a highly precise level on the provision so that the environment is organised to consistently provide exceptionally rich and stimulating experiences.

What the setting needs to do to improve further

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

- identify and use all opportunities for teaching children self-help skills and independence
- reflect precisely on how the good learning environment can be enhanced and evaluate the impact of any changes made.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living and working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to the full-time assistant and children at appropriate times during the inspection.

Inspector

Jennifer Kennaugh

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant have a secure understanding of their individual roles and responsibilities to safeguard children's welfare. They have a good knowledge of how to identify symptoms of possible abuse and how to report these to the correct authorities. The childminder has a good understanding of how to work in partnership with other professionals to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder plans activities carefully, taking into account children's learning needs, interests and any news from their parents. She makes effective use of role play, such as caring for animals in a veterinary surgery. This helps to develop children's sentences in speech and their vocabulary. Children learn new words, such as prescription. They also introduce their own ideas to extend their play, such as using toy money and a till. They show good concentration when taking part in song and rhyme activities, as well as when listening to stories. Outdoors, the childminder helps children to look for animals, such as frogs, spiders and snails. This helps contribute to their understanding of the natural world and minimises any fears they may have. Children have good opportunities to develop a positive awareness of diversity and to respect the similarities they share with others.

Personal development, behaviour and welfare are good

The childminder motivates children to learn and make progress in areas they find more challenging. She implements simple reward systems that inspire children to greater efforts when managing their feelings and behaviour. Children begin to learn to accept the needs of others, recognise their own feelings and to share resources fairly. The childminder and the assistant make effective use of strategies, such as distraction, to help children learn to wait for their turn. Meal and snack times are sociable events where children learn to sit at the table, use good manners and talk to others. This helps to develop their communication skills. Overall, the childminder provides some opportunities for children to contribute their help and gain satisfaction from this. For example, they help to get plates for snack time.

Outcomes for children are good

Children make good progress from the outset. They quickly gain the skills needed to build on their learning, including those that promote readiness for school. Overall, children learn self-care skills, such as managing their hygiene effectively. They learn to respect living things, as well as to respect other people and their needs. Children follow instructions and observe rules and boundaries that promote their safety, as well as that of others. Children are highly confident and rapidly gain good speaking skills. They form secure attachments with the adults who care for them, contributing to the good emotional well-being that facilitates learning. Children learn to enjoy a balanced diet and daily outdoor exercise, contributing to them maintaining a healthy lifestyle.

Setting details

Unique reference number	EY443578
Local authority	Rochdale
Inspection number	1060049
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	18
Number of children on roll	8
Name of registered person	Sarah Taylor
Date of previous inspection	12 November 2012
Telephone number	

The childminder was registered in 2012 and lives the Castleton area of Rochdale, Greater Manchester. The childminder operates from 7am to 6pm on Monday to Friday and all year round, excluding family holidays and bank holidays. The childminder has a relevant qualification at level 3. She usually works with a co-childminder and they employ a full-time assistant who is qualified to level 2 in childcare and two other assistants.

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