

<b>Inspection date</b>	9 February 2015
Previous inspection date	17 June 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The childminder plans a range of activities which provide good levels of challenge appropriate to children's age and stage of development. Consequently, children make good progress in their learning.
- Children are eager to explore the environment and are developing effective communication and language skills. The childminder supports children's critical thinking skills by asking them a range of effective questions.
- The setting has a warm and homely feel. Children have formed strong attachments to the childminder and her assistant. Children invite adults to join them in their play and enjoy the supportive interactions.
- There are good partnerships in place with parents. These partnerships enhance all aspects of children's care, as information is regularly shared between all carers.
- The childminder is fully committed to developing her provision further. She attends statutory and non-statutory training. The assistant has undertaken training opportunities, which support children's needs. This has a positive impact on children's learning and development.
- Children are well behaved as the childminder praises children's achievements. The childminder is a skilful role model and teaches children about sharing and taking turns.

### It is not yet outstanding because:

- The childminder does not always make the best use of resources to enable children to follow their own interests during play to the maximum potential.
- There is scope to improve opportunities for the childminder and her assistant to further extend their effective skills and practice, such as by introducing peer mentoring to help them learn from one another.

## What the setting needs to do to improve further

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

- ensure that resources are accessible to children at all times, so that they can follow their interests and initiate their own play
- enhance the already existing good knowledge of the childminder and her assistant by, for example, undertaking peer mentoring, in order that they may learn individual skills from one another.

### Inspection activities

- The inspector observed activities and children at play throughout the inspection and undertook a joint observation with the childminder.
- The inspector spoke with children, the childminder and her assistant at appropriate times during the inspection.
- The inspector looked at documentation and discussed children's progress towards the early learning goals.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector checked evidence of the suitability of the childminder, her assistant and other adults living in the household.

### Inspector

Elisia Lee

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder undertakes detailed observations of children as they play so that she can accurately identify their stage of development. She then plans activities which support children's next steps in learning. The childminder differentiates her practice to support children. For example, she provides a running commentary for younger children and poses questions to older children. This supports their communication and language skills. Children enjoy using a variety of spoons to fill different containers with dried rice. They are encouraged to count to five and use keywords, such as full and empty. This introduces children to new words and supports their developing mathematical skills. As a result, the impact of teaching is good. The childminder helps children gain the skills they need for the next stage in their learning and make good progress in preparation for school. Effective partnerships with parents are in place. The childminder highly values the views of parents through contributing to children's assessment and completing parent questionnaires.

### **The contribution of the early years provision to the well-being of children is good**

The childminder creates an environment which has a warm family feel. Children settle very quickly and form strong attachments to the childminder and her assistant. Children sit close to her as she reads a book and lean on her shoulder for comfort. Children enjoy regular outdoor play and actively build dens. In addition, children go for walks in the local environment. This enhances children's knowledge of their local community and promotes their physical wellbeing. Children enjoy a range of home cooked meals which incorporate fresh fruit and vegetables. They begin to learn about making healthy choices through taking part in cooking activities. Children's independence is supported through washing their own hands and putting their shoes on for outdoor play. Children access a range of resources. However, at times the childminder does not always make the best use of resources to allow children to follow their interests. For example, children express a desire to play in the playhouse but they cannot access this as it is being used to store other resources.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder has a good knowledge of the learning and development requirements, a purposeful attitude to risk management and effective knowledge of safeguarding practice. High levels of self-evaluative practice are in place. All recommendations from the previous inspection have been addressed which shows a commitment to further improving quality. The childminder has formed close partnerships with parents in order to skilfully understand children's needs. Parents complete a journal of skills children have achieved at home. The childminder incorporates this information into her procedures for monitoring children's progress. Effective partnerships have been formed with other professionals as the childminder shares information about children's progress as they prepare to move to school. The childminder and her assistant attend training events to develop their knowledge. However, there is scope to enhance this by building on opportunities for them to share good practice with each other, such as by introducing peer mentoring.

## Setting details

<b>Unique reference number</b>	EY251422
<b>Local authority</b>	Manchester
<b>Inspection number</b>	803242
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	17 June 2009
<b>Telephone number</b>	

The childminder was registered in 2002, and lives in Northenden, Manchester. She operates all year round, from 7am to 6.30pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant.

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