

<b>Inspection date</b>	23 February 2015
Previous inspection date	13 July 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 provides a broad range of activities that supports children's interests and development needs. Planned activities support children's next steps in learning. Therefore, children make good progress in their learning.
- Children explore resources and the environment with enthusiasm. They initiate their own play and are engaged and motivated in learning.
- The childminder understands how to promote children's individual development needs. Children who speak English as an additional language are supported well as the childminder speaks a range of languages. In addition she liaises closely with parents to learn keywords in children's home language.
- Children have formed positive attachments with the childminder. Children invite the childminder to join them in their play and are settled in her care. The childminder regularly praises children, which promotes positive behaviour.
- The childminder is fully committed to developing her provision further. She attends statutory and non-statutory training. The childminder has undertaken training opportunities, which support children's needs. This has a positive impact on children's learning and development.

### It is not yet outstanding because:

- Children are not always well supported to think for themselves because they are not always given enough time to think about how to respond to questions.
- The childminder does not always support children to understand about healthy lifestyles. Practices to support children to understand the importance of washing their hands, prior to taking part in cooking activities or eating, are not routinely in place.

## What the setting needs to do to improve further

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

- encourage children to develop their thinking skills, for example, by ensuring that they are given time to consider their answers carefully and respond to questions
- ensure that children gain an understanding of how to manage their own hygiene and personal needs, by promoting hand washing before taking part in cooking activities or eating.

### 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 and the childminder 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 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 completes regular observations of children playing and plans a range of activities, which support children's developmental needs. Children play with a block sorting game. The childminder supports learning through encouraging children to sort the blocks into colour groups, asking questions and showing children how to point and count the blocks slowly. In addition, she uses keywords, such as more and less. This introduces children to new words, encourages mathematical understanding and supports developing language skills. As a result, the impact of teaching is good and children are making good progress. This means that the childminder helps children to gain the skills needed for their next stage in learning. However, at times, the childminder can ask too many questions at once. This does not leave enough time for children to process the information, consider an answer and formulate a response. Partnerships with parents are good. Parents are well informed about children's achievements and regularly comment on children's progress.

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

The childminder creates an environment that is warm and inviting. Children have formed positive attachments with the childminder. They look at family photo albums, which help them to settle. They cuddle close to her as she reads books and invite her to join in with their play. Children begin to understand personal safety through being reminded to sit on chairs properly, so they do not fall. The children get plenty of exercise and fresh air on outings in the local environment and they go to various playgroups. Children are provided with a range of home-cooked meals, which incorporate food from around the world. Children's independence is promoted as they use the bathroom independently and choose resources. However, children do not always have the opportunity to understand the importance of personal hygiene needs. This is because children do not always wash their hands before taking part in a cooking activity or prior to eating. Children are prepared well emotionally for the move to another setting, through discussions with the childminder.

### **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. She completes risk assessments and undertakes daily safety checks to ensure the environment is safe for children. The childminder has a good knowledge of effective safeguarding practice and is aware of the authorities to inform should she have any concerns. The childminder undertakes self-evaluative practice and seeks the views of parents through questionnaires. All recommendations from the previous inspection have been addressed, which shows a commitment to developing her service. She has identified priorities, which she would like to put in place to make further improvements. The childminder monitors children's progress so that she can identify any gaps in their learning. The childminder has forged good partnerships with parents and other professionals. This means that meaningful information is regularly exchanged. Therefore, children's care and learning needs are well met.

## Setting details

<b>Unique reference number</b>	EY380151
<b>Local authority</b>	Manchester
<b>Inspection number</b>	878807
<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>	13 July 2009
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Crumpsall, Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except bank holidays and family holidays.

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