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| Inspection date | 24 February 2015 |
| Previous inspection date | 21 May 2012 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|-------------------------|--------------|----------|
| | 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Children have trusting and affectionate relationships with the childminder. Consequently, they play confidently, enjoy their learning and make good progress in their development.
- The childminder uses her good teaching skills to develop children's communication and language effectively. She engages them in purposeful conversation and extends their vocabulary during enjoyable activities. This supports all children in making good progress.
- Strong partnerships with parents and effective information sharing ensure children are supported emotionally and physically when they move from their home into the childminder's care.
- The childminder makes good use of facilities in her local area, such as toddler groups and play sessions. As a result, children have opportunities to play together and develop friendships, which helps them to develop their social skills and to be ready for their next stage in learning.
- The childminder implements and understands the requirements of the Early Years Foundation Stage well. She uses self-evaluation effectively to monitor her provision and drive improvement.

It is not yet outstanding because:

- Children have fewer opportunities to develop their understanding of diversity and learn about similarities and differences between themselves and others in the wider community.
- Planning is not always sharply focused, resulting in occasional missed opportunities to plan challenging activities linked to children's next steps in learning to maximise their progress.

What the setting needs to do to improve further

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

- enhance children's understanding of similarities and differences between families, communities and traditions, by offering children more opportunities to explore resources that reflect the diversity in the world around them
- enhance planning, so it is more sharply focused to always provide rich and challenging experiences that are precisely linked to children's next steps in learning.

Inspection activities

- The inspector observed children engaged in a range of play and daily routines.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents from feedback questionnaires.

Inspector

Helen Akehurst

Inspection findings

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

The childminder has a secure knowledge of the Early Years Foundation Stage and of how young children develop and learn. Children access a wide range of resources independently, which helps them to make links in their learning. They enjoy reading stories and singing rhymes, which supports their progress in communication, language and literacy. They explore and manipulate dough, using simple tools to snip, cut and make shapes. This provides opportunities to promote their physical development. There are, however, fewer opportunities for children to explore and develop their understanding of the diversity in the world around them. They do not have access to resources to help them to recognise similarities and differences between themselves and others, families, communities and cultures. The childminder completes detailed observations of children and assesses their progress, which helps her to identify their next steps. However, planning is not always sharply focused. This means opportunities are occasionally missed to plan rich and challenging activities, precisely linked to children's next steps in learning.

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

The childminder provides a warm and welcoming environment where children feel emotionally secure. She meets with parents before children attend to collect key information, such as children's interests, achievements and care routines, to ensure that they settle well in her care. The childminder acknowledges children's achievements with praise and encouragement, which helps to build their self-esteem. The childminder promotes healthy lifestyles for children. She provides healthy snacks and works with parents to ensure that packed lunches children bring are healthy and nutritious. Children are encouraged to develop good personal-hygiene routines. They learn to develop healthy lifestyles through outings in the local community, such as to the park, which provide daily opportunities for outdoor play and fresh air.

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

The childminder has a secure knowledge of the learning and development requirements. Children's progress is closely monitored by the childminder, ensuring that all children make good progress and any gaps in learning can be swiftly identified. The childminder places a high priority on keeping children safe. She has a good understanding of child protection procedures and effective steps are taken to reduce potential dangers in the home and on outings. The childminder has attended training, such as paediatric first-aid training, which has had a positive impact on children's health. She reflects on her practice through self-evaluation and uses this to plan improvements for children in her care.

Setting details

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| Unique reference number | EY412551 |
| Local authority | Manchester |
| Inspection number | 879755 |
| Type of provision | Childminder |
| Registration category | Childminder |
| Age range of children | 0 - 17 |
| Total number of places | 6 |
| Number of children on roll | 3 |
| Name of provider | |
| Date of previous inspection | 21 May 2012 |
| Telephone number | |

The childminder was registered in 2010 and lives in New Moston, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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