

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 23 March 2015  |
| Previous inspection date | 5 January 2009 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | Previous inspection:    | Good        | 2        |
| 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 quality of teaching is good. The childminder provides a range of interesting and challenging activities for children, which supports them to make good progress in their learning in preparation for school.
- Safeguarding procedures are good and the childminder has a clear understanding of her responsibilities. This ensures that children's welfare is protected and they are kept safe.
- Partnerships with parents are well-established and ensure children get the support they need. The childminder keeps parents well informed about their child's achievements and suggests ways to support them at home. As a result, parents are involved in their child's learning.
- The childminder takes time to get to know children well so she can establish good relationships with children and ensure effective care practices. This support children's emotional well-being, and therefore, children are confident and self-assured.
- The childminder conducts rigorous risk assessments and daily checks of her home to ensure that risks are minimised and children remain safe.

### It is not yet outstanding because:

- The childminder does not always give children enough time to respond to questions in order to support their language development.

## **What the setting needs to do to improve further**

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

- give children enough time to respond to questions; to support them to talk and promote their language development even more effectively.

## **Inspection activities**

- The inspector observed activities and the quality of teaching.
- The inspector checked the suitability of adults living in the household.
- The inspector read the childminder's self-evaluation document and held discussions with her throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at children's assessment records and planning documentation.
- The inspector took account of the written views of parents.

## **Inspector**

Nicola Kirk

## Inspection findings

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

The quality of the childminder's teaching is good and children are well supported in all areas of learning, indoors and outside. Consequently, all children consistently make good progress in their learning and development. The childminder provides a range of learning opportunities based on children's interests and their next steps in learning. For example, while children make their own pizza, the childminder encourages them to talk and develop their vocabulary. She asks purposeful questions to encourage them to talk and she speaks slowly to help them learn new vocabulary. However, she does not always give children the opportunity to reply to questions, before providing them with the answers. This means they are not always given enough time to think and talk to support their language development. The childminder reads books often to children, and the children take books home to read. This promotes the children's enjoyment of books and motivates them with learning to read. The childminder encourages the children to count how many toppings they put on the pizza, which supports them with learning about numbers and counting. There is an effective two-way flow of information, which supports children's learning in the setting and at home. Assessments are accurate and timely, therefore, early intervention can be sought if necessary.

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

Children are settled and confident. This is because the childminder provides safe and secure attachments for all children in a welcoming environment. Children's behaviour is good, as the childminder supports children to share and take turns. Children are encouraged to be healthy and have lots of opportunity to play outside. Thorough hygiene practices further promote children's well-being. Children are encouraged to be independent when eating and drinking, which supports their confidence and self esteem. The environment is well organised, with a variety of good-quality, accessible resources. The children are able to access outside independently. This enables children to develop their independence and supports their well-being. The childminder has flexible daily routines that she adapts to meet the children's needs. The childminder regularly visits local toddler groups, where the children have the opportunity to socialise in larger groups, which supports them with their move to school.

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

Leadership and management are good. The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. The childminder is committed to improving her good-quality provision. She is currently studying for a level three qualification in childcare. She is part of a local childminding network and regularly attends meetings. This supports her to enhance and develop her knowledge, which she translates effectively into practice. Self-evaluation identifies strengths and areas for development. The childminder uses systems to track children's assessment and this ensures that children are continually supported in their development.

## Setting details

|                                    |                |
|------------------------------------|----------------|
| <b>Unique reference number</b>     | EY372538       |
| <b>Local authority</b>             | Manchester     |
| <b>Inspection number</b>           | 858132         |
| <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>  | 6              |
| <b>Name of provider</b>            |                |
| <b>Date of previous inspection</b> | 5 January 2009 |
| <b>Telephone number</b>            |                |

The childminder was registered in 2008 and lives in the Benchill area of Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. She provides funded early education for two-year-old children.

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