

Childminder Report

Inspection date

23 April 2015

Previous inspection date

30 April 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

- The childminder has a comprehensive knowledge of the requirements of the Early Years Foundation Stage and implements these in order to provide a good standard of care and learning for children.
- The childminder has thorough knowledge of the signs and symptoms of possible abuse of children and how to manage any concerns she may have about children's welfare.
- The childminder demonstrates a good knowledge of how to support the play and learning for children of all ages within the Early Years Foundation Stage, including the play needs of babies and toddlers.
- Children are reinforcing the skills they need to be successful at school, including self-help skills, because the childminder encourages them to use these in her setting.
- The childminder demonstrates good skills and knowledge for managing children's behaviour. Children behave well and use good manners as a result.
- The childminder teaches children about how to stay safe while on outings, including the possible risks associated with strangers. She teaches children road safety and also about the possible risks from eating fruits growing in the environment.
- The childminder makes effective use of training to extend the skills and knowledge she has developed through gaining a level 2 teaching assistant qualification in order to adapt these for the needs of children in the early years age range.

It is not yet outstanding because:

- The childminder sometimes does not make the best possible use of all opportunities in activities to enhance pre-school age children's vocabulary, by using descriptive words or to extend their thinking skills, such as for making predictions.

What the setting needs to do to improve further

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

- enhance the use of opportunities for children to reinforce and extend their knowledge of descriptive language, for example, during outdoor activities in order to support their learning in literacy and communication
- extend the existing good opportunities for pre-school aged children to think critically based on previous learning by using all suitable opportunities to encourage them to make predictions.

Inspection activities

- The inspector observed activities on the childminding premises.
- The inspector checked evidence of the suitability of the childminder and other adults living on the premises, as well as evidence of her qualifications.
- 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 documents including policies and procedures.

Inspector

Jennifer Kennaugh

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 good understanding of how to provide activities which help children to learn and relax after attending other settings. For example, she plans for children to plant seeds to grow herbs and flowers which complements their learning at school. The childminder uses the activity effectively to teach children to use objects to subtract and add numbers up to ten. Children extend their writing skills by writing their names on the plant pot labels and also draw pictures of what the plants will look like. This promotes their creative development. The childminder also helps children to learn what plants need in order to thrive, which extends children's knowledge of the natural world. However, she does not take all opportunities to reinforce children's knowledge of descriptive language, such as about the feel of the compost. Opportunities to encourage children's predictions, such as what will happen to the seeds, are also occasionally missed by the childminder in her otherwise effective support for children's development of thinking skills. The childminder uses information about their progress in other settings in order to support her planning for their learning needs and has detailed systems in place to assess and follow children's progress. She makes use of parents' views in order to inform her planning for their children's learning and provides them with frequent updates about their progress.

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

The childminder provides a secure and welcoming environment where children can play safely. For example, all outdoor areas are covered by closed circuit surveillance. Children reinforce their independent skills, such as by cutting up their fruit at snack times. They are learning good routines to support their personal hygiene. Children are provided with healthy options to choose from during snacks and the childminder displays information about nutrition to further support their learning about the foods that contribute to a balanced lifestyle. The childminder provides good opportunities for children to enjoy exercise and take small risks, in order to develop their whole-body coordination. For example, they visit parks and playgrounds, as well as helping to tend the childminder's allotment. This means that children also learn about where some foods come from and how to prepare them for eating.

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

The childminder evaluates her provision effectively in order to enhance her skills through undertaking training. For example, when she is preparing to settle a baby, she refreshes her knowledge of babies' care and development through short courses. The childminder makes good use of parents' views in order to bring about continuous improvements, such as by being flexible with opening hours to accommodate changing work patterns. All qualifications, records and documents are in place to support the smooth running of the setting and risk is managed well to support children's safety. The childminder maintains links with other settings attended by children in order to promote continuity of care and learning, and she has a good understanding of the importance of this partnership.

Setting details

Unique reference number	EY414528
Local authority	Manchester
Inspection number	879828
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	2
Name of provider	
Date of previous inspection	30 April 2012
Telephone number	

The childminder was registered in 2010 and lives in the Moston area of Manchester. The childminding setting operates from 8am to 6pm on weekdays all year round apart from family holidays and bank holidays.

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