

Childminder Report

Inspection date

1 May 2015

Previous inspection date

16 June 2009

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

Summary of key findings for parents

This provision is good

- The childminder has robust systems in place to monitor the provision. She communicates well with parents and other childminders, using their views as part of the evaluation process. She regularly reflects upon her teaching and the educational programmes, to ensure all areas of learning and development are covered and any areas for improvement and further development are identified.
- The childminder's home is very well planned and provides children with a conducive learning environment. She makes good use of observations and assessments to support children's learning and development. As a result, they make consistently good progress in their learning.
- Children arrive happy. They are confident and settled in their surroundings. The childminder knows children well, and this supports her in meeting their physical and emotional needs.
- The childminder has effective arrangements in place for the management and supervision of her assistants.
- The childminder works in partnership with parents, sharing information to ensure that they know what their children are learning and how they can support this at home.
- The childminder's home is safe and secure. She regularly completes risk assessments to identify and minimise potential risks to children.

It is not yet outstanding because:

- The childminder does not always fully support babies' emerging skills, such as crawling and walking, while in the outdoor area.
- Occasionally, the childminder's questioning techniques do not promote children's thinking and speaking skills.

What the setting needs to do to improve further

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

- provide more opportunities for babies to develop their emerging physical skills outdoors
- promote children's thinking and speaking more fully, for example, through more effective, focused and purposeful questioning.

Inspection activities

- The inspector observed a range of play activities indoors, and spoke to the childminder and children at appropriate times.
- The inspector reviewed the childminder's self-evaluation form.
- The inspector evaluated a learning activity with the childminder.
- The inspector looked at children's assessment records, evidence of the suitability of the childminder, her assistants and all adults who live on the premises, safety procedures and a selection of policies and documents.

Inspector

Helen Gaze

Inspection findings

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

The childminder's good teaching ensures children develop positive attitudes towards learning. They display high levels of engagement and participation during activities. As a result, children build on their existing skills and knowledge, preparing them well for their future learning and for school. The childminder provides good opportunities for children to express themselves freely and creatively. Younger children develop a strong exploratory impulse as they investigate shaving foam, water and natural materials outside. Older children figure out for themselves how to fill and empty containers using scoops and bottles. They count independently during play, and practise smaller hand movements as they make marks. While the teaching is good overall, the childminder sometimes misses opportunities to encourage and extend children's thinking and speaking skills. This is because she sometimes readily accepts when children tell her they don't know the answer to her questions, even when it is clear that they are capable of answering.

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

The childminder provides a relaxed, homely and friendly environment, which helps children to feel welcome. Consequently, they are happy, well settled and develop secure attachments with the childminder. Children demonstrate that they are confident to move around her home. They develop their independence as they select their own resources and make choices about their desired activities. However, in the outdoor area, babies who are not yet walking are carried by the childminder to activities. This means that they have fewer opportunities to practise crawling, to support their emerging physical skills. Children's artwork is displayed and activities and resources reflect the things they enjoy. As a result, they develop a secure sense of belonging and behave very well. They develop close friendships with their peers and other children. This is because the childminder places strong focus on developing children's social skills at local groups, which helps to prepare children for their future learning and move to school.

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

The experienced childminder successfully supports children's safety and well-being through her secure understanding of the safeguarding and welfare requirements. She is proactive in identifying training for herself and her assistants, to support their continuous professional development. This ensures they are suitably qualified in first aid and have an up-to-date knowledge of child protection, including knowing how to take appropriate action if they had a concern about a child's welfare. Additionally, the childminder has completed a level 3 childcare qualification, to enhance her understanding of assessing children's progress. As a result, she understands children's needs well and knows how to plan activities that support them to make progress. She effectively works with other professionals to support children with special educational needs and/or disabilities. The childminder readily takes on board their advice, support and guidance, which helps her to meet children's needs.

Setting details

Unique reference number	500342
Local authority	Manchester
Inspection number	869077
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	13
Name of provider	
Date of previous inspection	16 June 2009
Telephone number	

The childminder was registered in 2009 and lives in Didsbury, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. At times, she works with an assistant. The childminder holds an appropriate early years qualification at level 3. The childminder provides support for children with special educational needs and/or disabilities.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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