

# Childminder Report

## Inspection date

7 May 2015

Previous inspection date

25 March 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

- Babies are making good progress in their physical development because the childminder encourages them to crawl, by placing toys just out of their reach, and gives them lots of space to move around.
- The childminder is secure in her knowledge of child protection issues. She has a clear understanding of how to refer, and deal with, any concerns about children in her care. Therefore, the risks to children are minimised.
- The childminder shares information with parents through the use of a daily diary and regular conversations. Therefore, she knows children well and parents feel fully involved.
- The childminder spends a long time with parents and children before they first start to attend. Therefore, she has a good knowledge of the individual children and they settle easily into her care.
- The childminder has a good understanding of children's individual stages of development, and her good teaching skills help them make progress in all areas of learning.
- The childminder has a good understanding of how to promote the health and safety of children in her care. She ensures they are well supervised and puts measures in place to reduce risks to children.

### It is not yet outstanding because:

- The childminder does not always provide a wide range of books, so that children can easily access them wherever they are playing, to promote their early literacy and thinking skills and enjoyment of books.
- Some of the play materials are not fully accessible to children, to enhance their opportunities to make independent choices in their play.

## What the setting needs to do to improve further

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

- increase children's independent access to play materials
- extend opportunities for children to explore a range of books in their play, to help them show an interest in books, enhance their thinking and to promote their early literacy skills.

## Inspection activities

- The inspector observed activities and interactions between the childminder and children during play.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at documents relating to the Early Years Foundation Stage, provided by the childminder, including children's assessment records and evidence of the suitability of the childminder and other adults in the household.
- The inspector carried out a joint observation with the childminder.
- The inspector considered the views of parents and discussed self-evaluation.

## Inspector

Joanne Ryan

## Inspection findings

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

The childminder knows children well, and she effectively extends their learning and development through activities they are interested in. For example, when children explore and experiment with a range of different textures, the childminder supports children's learning by talking to them about how it feels and encourages them to pour the material down tubes and observe what happens. Children enjoy listening to stories, which enhances their communication and language skills. However, the childminder does not use all opportunities to incorporate books into children's play, to extend their thinking and literacy skills further. The childminder makes accurate assessments of children's stages of development, by observing them as they play. She uses the assessments she makes to plan activities that provide children with challenge. As a result, children are making good progress in their learning and development, and are acquiring the key skills required for their next stage in learning. The childminder develops children's mathematical awareness through introducing counting in activities and songs.

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

The childminder has good relationships with children. She comforts and cuddles them, so they feel confident in her care. She has a good range of resources available for children. Some equipment is accessible, and children can freely choose what to play with, but other resources are out of children's reach, which does not fully promote their choice. The childminder encourages children to be independent. For example, she encourages younger children to use spoons independently and older children to take off their own coats. As a result, children's confidence in their own abilities is growing. Children play outdoors daily, where they have the opportunity to play on ride-along bikes and kick balls, which enhances their physical skills and promotes a healthy lifestyle. The childminder supports children's understanding of safety, by giving them clear messages. For example, she reminds children to eat grapes one at a time, so they do not choke.

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

The childminder has a positive attitude towards reflecting on, and developing, her practice. This helps her to make improvements that enhance children's experiences. The childminder uses an effective system to monitor children's progress in their learning. As a result, she plans a broad range of activities, both at her home and on outings, which cover all seven areas of learning and development. The childminder has a good knowledge and understanding of the requirements of the Early Years Foundation Stage. She ensures her professional development is kept up to date, and uses training to enhance the provision and improve children's learning and development. For example, after attending training concerning children's communication development, the childminder ensures she reads stories with the children everyday and introduces new vocabulary.

## Setting details

<b>Unique reference number</b>	307250
<b>Local authority</b>	Salford
<b>Inspection number</b>	867728
<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>	5
<b>Name of provider</b>	
<b>Date of previous inspection</b>	25 March 2009
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Swinton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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