

Childminder Report

Inspection date

8 May 2015

Previous inspection date

18 February 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 well-qualified childminder makes effective use of the knowledge gained from her level 4 childcare qualification, to enhance children's learning. The quality of teaching is good and supports children's progress in all areas of learning, in readiness for school.
- The childminder interacts well with children, as she continually talks to them throughout their play and models language. This successfully develops children's communication and critical-thinking skills.
- Children's emotional well-being is effectively promoted because they play and learn in a warm, homely and friendly environment. Therefore, children show independence and confidence in the childminder's home.
- The childminder demonstrates a good understanding of the importance of working in partnerships with parents and other settings that children attend. She uses information, gained from parents and other providers, to promote children's learning consistently.
- The childminder has a good understanding of safeguarding and how to promote children's safety and well-being. She uses her policies and procedures and risk assessments to support her practice, ensuring children are kept safe and protected from harm.

It is not yet outstanding because:

- There is capacity to strengthen activities that are led by adults, to enable children to make rapid progress from their starting points.
- Opportunities for children to learn about the natural world, such as planting and growing, have yet to be developed in the outdoor area.

What the setting needs to do to improve further

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

- provide more adult-led activities, using information about children's development, so that children are offered more challenge and their learning is extended even further, to enable them to make rapid progress from their starting points
- develop the outdoor area to support children's understanding of the natural world, for example, by providing resources and opportunities for children to explore and investigate nature, and learn about growth and change.

Inspection activities

- The inspector had a tour of the areas used for childminding.
- The inspector spoke with the childminder at appropriate times throughout the inspection, and discussed the learning that had taken place.
- The inspector undertook a joint observation with the childminder.
- The inspector looked at children's records and a range of documentation, including policies and procedures.
- The inspector discussed self-evaluation with the childminder.
- The inspector spoke to parents and children during the inspection, and took account of their views and opinions regarding the service provided.

Inspector

Lynn Byrne

Inspection findings

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

The experienced childminder has a strong knowledge of how children learn and develop. She uses a wide range of teaching strategies, including open-ended questioning, to extend children's interests and learning. For example, baking activities include the use of computers to find a recipe, early writing skills to list the ingredients needed and mathematical understanding for counting and weighing. Children demonstrate that they are confident learners and determine the direction of their play. They show high levels of concentration, and remain interested throughout their activities, because they are eager to learn. This supports children to achieve the typical range of development that is expected for their age. However, the childminder does not always plan precisely for adult-led sessions. As a result, opportunities to fully challenge all children during group activities are missed. Children have a wide variety of resources to play and explore with, both inside and outdoors. However, the childminder has not developed the outdoor environment to enhance children's interests in planting and growing. Consequently, opportunities for children to learn about the natural world are reduced. The childminder uses settling-in sessions to gain information about children from parents. This information supports the childminder to assess the children's starting points effectively and helps her to build a relationship with them. As a result, children settle quickly and smoothly.

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

Children are happy and relaxed. The childminder supports children to form secure attachments with her, as she has a calm, caring and sensitive manner. She regularly praises and encourages children throughout their activities, which ensures they feel valued and appreciated. The childminder is a positive role model and encourages children to use manners. Children benefit from regular trips to toddler groups, which develop their social skills and self-assurance. The childminder ensures that children are developing independence skills and can manage their own personal hygiene needs, in preparation for their move to school.

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

The childminder has a good understanding and knowledge of how to meet the requirements of the Early Years Foundation Stage. She monitors children's progress to identify their next steps in learning and ensure the educational programmes provide a wide range of experiences. As a result, children make good progress towards the early learning goals. The childminder is committed to improving outcomes for children. She reflects on her practice, to identify areas for development. Since the last inspection, the childminder has attended training courses and gained a childcare qualification at level 4, which has successfully improved her knowledge, understanding and practice. Partnerships with parents are well established, to enable effective information sharing. As a result, children's individual needs are met. Parents comment, that they are happy with the childminder and that they receive regular feedback regarding their child's development.

Setting details

Unique reference number	EY305623
Local authority	Trafford
Inspection number	856586
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 11
Total number of places	6
Number of children on roll	7
Name of provider	
Date of previous inspection	18 February 2009
Telephone number	

The childminder was registered in 2005 and lives in Urmston, Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 4. She provides funded early education for three- and four-year-old children.

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