

# Childminder Report

**Inspection date**

22 May 2015

Previous inspection date

2 February 2010

<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 because the childminder has a good understanding of child development and how children learn. As a result, children make good progress from their starting points and are well prepared for the next stage in their learning.
- Children are happy and settled in the welcoming, family environment. Their individual needs are fully met as the childminder adapts her practice. For example, she has learnt key words and has made signs and labels in children's home language.
- Safeguarding procedures are robust and implemented efficiently. Potential risks to children are minimised through effective risk assessments and daily safety checks. The childminder is fully aware of her role with regard to reporting any child protection concerns. Consequently, children are protected from harm.
- The childminder is committed to improving learning experiences for children and attends a wide range of training to improve her good knowledge, understanding and practices.
- The childminder demonstrates a good understanding of working in partnership with parents and other settings the children attend. She uses the information gained from parents and other providers to promote children's learning consistently.

### It is not yet outstanding because:

- There are less opportunities for children to play and explore with natural resources and household objects to support their exploration, investigation and sensory development.
- Occasionally, some planned activities do not accommodate younger children's stage of development.

## What the setting needs to do to improve further

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

- enhance the provision of natural materials and household objects for children to explore and investigate
- make sure all activities are planned to reflect all children's level of development.

## Inspection activities

- The inspector had a tour of the premises 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.

## Inspector

Lynn Byrne

## Inspection findings

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

Children benefit from a good quality educational programme that effectively promotes their learning and development in all areas. Children choose from a range of stimulating resources both inside and outdoors. However, there are less opportunities for children to explore and learn from more natural resources. The childminder uses a wide range of teaching methods as she sensitively plays alongside the children. This includes strategies from the 'Every Child a Talker' programme, which are used to extend children's language skills. For example, the childminder asks the children appropriate questions and encourages them to repeat new words, count and identify colours as they play with dough. Consequently, all children are working comfortably within the range of development for their age. The childminder regularly observes and assesses children's progress. She uses this information to plan purposeful experiences to support their next steps in learning. Children show high levels of concentration as they form letters for their name and remain focused until they have achieved their goal. However, a baking activity was not planned to fully reflect all of the children's stage of development. Initial information regarding children's needs and starting points is gathered from parents during settling-in sessions. This supports the childminder to know the children well. The childminder keep parents well informed of their children's progress through daily discussions and sharing their children's learning journals.

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

The childminder is very caring, sensitive and skilled in helping children form secure emotional attachments. This nurtures their independence, confidence and overall well-being. As a result, children are happy, relaxed and form close attachments with the childminder. The childminder is a positive role model and encourages children to use good manners and take turns. Children benefit from regular trips to toddler groups to develop their social skills. This supports children in becoming emotionally prepared for the next stage in their learning and school. Children have good opportunities to develop an understanding of a healthy lifestyle as they engage in physical exercise in the garden. They are well nourished due to the healthy food choices they make.

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

The childminder has a comprehensive knowledge and understanding of how to implement the safeguarding and welfare and learning and development requirements of the Early Years Foundation Stage. Since the last inspection, the childminder has successfully developed how she assesses and plans children's learning. These now link to what children need to learn next. The childminder monitors children's progress over time and quickly identifies and targets any gaps in their learning. Consequently, children are well supported to make good progress towards the early learning goals. The childminder reflects on her practice and takes into account the views of both parents and children. This helps her to plan professional developments and make continuous improvements.

## Setting details

<b>Unique reference number</b>	EY342936
<b>Local authority</b>	Salford
<b>Inspection number</b>	873401
<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>	11
<b>Name of provider</b>	
<b>Date of previous inspection</b>	2 February 2010
<b>Telephone number</b>	

The childminder was registered in 2006 and lives in Swinton, Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded places for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

