

Childminder Report

Inspection date

27 May 2015

Previous inspection date

20 October 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 provides a range of planned activities, which support children's learning and development. Activities are based around children's natural interests and effectively help children achieve the next steps in learning. Children enjoy using a wide range of resources which engage them in learning. Therefore, children's progress is good.
- Children have formed positive attachments with the childminder, they regularly invite her to join in their play. The childminder is very adept at understanding children's needs and offers constant reassurance. Children's achievements are celebrated, which means that children respond positively to praise. As a result, children's behaviour is good.
- The childminder attends statutory training, such as safeguarding. She is aware of the authorities to contact, should she have concerns about a child's welfare. This has a positive impact on children, as she understands how to keep children safe.
- Positive partnerships are in place with parents. Meaningful information is regularly shared about children's needs. Consequently, the childminder understands children's home routines and offers consistency of care.
- The childminder evaluates her practice regularly. She welcomes the views of parents, in order to develop her service further. The childminder has identified areas she would like to address as part of future improvements.

It is not yet outstanding because:

- The childminder, at times, is too directive when speaking to children. This means that children are not always given enough time to consider what they would like to do or formulate a response, when asked a question.
- The childminder has not recently undertaken any professional development aimed at promoting children's early communication skills.

What the setting needs to do to improve further

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

- ensure that teaching strategies consistently allow children to explore the environment, make choices and consider a response when asked a question
- improve the quality of teaching, to support children's early language skills.

Inspection activities

- The inspector observed activities and children at play throughout the inspection, and undertook a joint observation with the childminder.
- The inspector spoke with the childminder and children, at appropriate times during the inspection.
- The inspector looked at documentation, and discussed children's progress towards the early learning goals.
- The inspector discussed the childminder's self-evaluation processes and plans for improvement.
- The inspector checked evidence of the childminder's qualifications and the suitability of all adults living in the household.

Inspector

Elisia Lee

Inspection findings

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

The childminder completes regular observations of children as they play, so that she can identify their developmental stage. Planned activities are targeted to support children in achieving the next steps in their learning. Children enjoy taking part in a song and rhyme session. The childminder role models actions, and encourages children to join in with the repetitive words in the song. Children enthusiastically join in. The childminder provides a running commentary for children as they play, which reinforces learning. The impact of teaching is good, and children are making good progress. However, at times the childminder can be a little too over directive when speaking to children. This inhibits children choosing what they would like to play with and answering questions when they are asked. The childminder helps them to gain the skills needed for their next stage in learning. Parent partnerships are good and have a positive impact on children's learning and development.

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

The childminder has created a warm and homely environment. Children explore the environment with enthusiasm and joyfully access the outdoor area. They are quickly reassured if they become unsettled, such as when they become tired. The childminder cuddles children and gives them comforters from home, which helps to settle them. Consequently, children's emotional well-being is effectively supported. Children go on regular outings to toddler groups and story time sessions at the library. This supports children's understanding of the wider world. Children enjoy activities outdoors everyday, such as hunting for shells hidden in the outdoor sand tray. This gives children regular exercise and access to fresh air. Children bring lunches from home, and the childminder provides healthy snacks throughout the day. Children are helped as they move to other settings. The childminder ensures that all carers are aware of children's needs and developmental stage, so children's learning between settings is effectively promoted.

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

The childminder has a good knowledge of the learning and development, and safeguarding and welfare requirements. She has a qualification at level 3, which has a positive impact on children's learning. Robust risk assessments are in place and daily safety checks are completed, to ensure the environment is safe for children. The childminder regularly evaluates her provision through reflecting on her practice and discussions with parents. The recommendations raised at the previous inspection have been addressed. For example, the childminder has developed her assessment procedures, so that activities support children's developmental stage. The childminder tracks children's progress, this means she is able to identify any gaps in learning. The childminder attends statutory training. However, the childminder has not recently refreshed her knowledge by accessing further training, in order to better promote children's early language skills. Partnerships with professionals are well established.

Setting details

Unique reference number	EY280507
Local authority	Salford
Inspection number	872812
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	20 October 2009
Telephone number	

The childminder was registered in 2004, and lives in Salford, Greater Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

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Piccadilly Gate
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M1 2WD

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