

Childminder Report

Inspection date

3 June 2015

Previous inspection date

24 February 2010

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 is warm and welcoming and actively seeks information about children's interests from parents. Children have secure emotional attachments with the childminder.
- The childminder provides effective boundaries and routines, and models positive language. Children value and praise each other and work cooperatively, such as when they successfully construct a vehicle with the building bricks.
- Parents state they are kept well informed about their child's developmental progress, and the childminder supports them to help children with their individual learning needs at home.
- The childminder skilfully follows children's interest in books and promotes their language development. All children, including those with special educational needs and/or disabilities, and those who speak English as an additional language, enjoy the experience. They maintain focus and engage actively in the story-time activity.
- Children are developing very good imaginative skills, for example, they pretend to prepare breakfast and sandwiches in the home-corner kitchen together.
- Children are learning to stay safe as they enthusiastically tidy up resources to prevent trips and falls. A broad range of robust policies, including safeguarding and risk assessment is in place. This supports the childminder's commitment to ensuring children are kept extremely safe during their time in her care.

It is not yet outstanding because:

- Not all opportunities are used to extend older, more-able children's independence skills.
- During some adult-led activities, the childminder does not always take account of the different learning needs of the younger children.

What the setting needs to do to improve further

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

- extend opportunities for all children to be more independent, for example, by encouraging them to prepare and cut up food for themselves
- review the planning of adult-led activities so that specific outcomes are clearly identified for all children taking part.

Inspection activities

- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to parents and took account of parents' comments on the day of the inspection.
- The inspector observed activities in the home and in the garden.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures and relevant qualifications.

Inspector

Kim Boughey

Inspection findings

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

The qualified childminder has good knowledge and understanding of the Early Years Foundation Stage and how children learn. Planning is purposeful, and there is a wide range of play and learning opportunities to enthuse and engage children in their learning. The childminder skilfully follows children's interests and provides a good balance of child-initiated and adult-led activities. For example, the childminder provides an adult-led activity to promote literacy and writing skills to effectively support children in developing skills to prepare them for school. However, the learning needs of the younger children participating are not always fully considered to further promote their progress. Children are very enthusiastic as they enjoy exploring the well-resourced environment, both indoors and outside. Children are confident and self-assured as they make choices relating to their play and learning. For example, children choose to play with the building blocks, which they access easily from the clearly labelled resource boxes.

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

Children are learning about healthy lifestyles. They plant and grow fruit and vegetables in the garden. The childminder provides a very good range of home-cooked healthy foods and snacks. Children's physical health is well promoted as the childminder takes children on outings to the local park. They eagerly explore the woodland area and make dens in the trees. Children take risks as they access the challenging climbing equipment. They also enjoy exploring the garden as they ride on the bikes, climb up the steps to the slide and run and jump around. This helps children to keep fit. Children are developing good independence and self-care skills as they put on their coats to play outside, access the toilet and wipe their hands. However, the childminder does not always encourage older, more-able children to be as independent as possible. She offers foods and fruit that are already prepared rather than allowing capable children to do this for themselves.

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

The childminder accesses a good range of training to develop her knowledge and skills. For example, she has accessed speech and language training, which is now embedded in her good teaching practice. This also supports her accurate assessments of children's good progress in all areas of their learning and development from their starting points. Highly effective partnerships with specialist services, schools and parents ensures that individual needs of all children are consistently well met. The childminder gathers the views of children and parents, and reflects on the provision. This information is used to identify strengths and areas for development to ensure continuous improvement in the quality of provision. For example, following feedback, the childminder has developed the garden by providing a well-resourced messy play area and space to build dens. This supports children to access more imaginary and creative play and learning opportunities.

Setting details

Unique reference number	EY333080
Local authority	Manchester
Inspection number	857027
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	8
Name of provider	
Date of previous inspection	24 February 2010
Telephone number	

The childminder was registered in 2006 and lives in the Didsbury area of Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder offers overnight care for children aged over two years. The childminder provides funded early education for two-, three- and four-year-old children. The childminder supports children who speak English as an additional language and children with special educational needs and/or disabilities. The childminder is a member of an approved childminding network.

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