

Childminder Report

Inspection date

8 June 2015

Previous inspection date

25 September 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 childminder holds an early years qualification at level 3, which means she has a good understanding of how children learn, and in particular how to enhance their independence.
- The childminder has a positive attitude towards reflecting on and developing her practice. This helps her to make improvements that enhance children's experiences and provide them with the skills they need for their future learning.
- The childminder has warm relationships with the children she cares for, and they are happy and settled in her company. As a result, the childminder meets children's emotional well-being.
- The childminder offers children a wide range of activities that follow their interests, so that they make good progress in all areas of learning. For example, after children visited the farm with their parents, the childminder provided activities around farm animals.
- Children are learning how to behave, because the childminder has a calm and caring approach and gives children clear explanations about the expectations.
- The childminder uses a clear system of observation and assessment in order to plan a range of purposeful learning experiences, which ensures children make good progress in their learning and development.

It is not yet outstanding because:

- The childminder does not fully target professional development to ensure training is more specifically focused on improving her teaching skills.
- The childminder does not always give children time to think and respond before answering questions for them.

What the setting needs to do to improve further

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

- create a targeted programme of professional development, in order to ensure teaching continues to improve and reach the very highest standards
- give children sufficient time to respond to the questions asked to effectively support their language development and thinking process.

Inspection activities

- The inspector observed activities and interaction between the childminder and the 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 the 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 supports children to develop their understanding of the world well. For example, when children play in the water with shells and sea creatures, she talks to them about the features. The childminder talks with teachers about children's development when children attend other settings, which enables her to support their continuing development effectively. The childminder uses a good range of vocabulary with children so they hear lots of language, which develops their communication and language skills. She talks to children as they play and asks them questions about what they are doing. However, the childminder does not always give children enough time to respond to the questions she asks before responding for them. The childminder provides children with experiences, which enhance their literacy skills. For example, she encourages children to write shopping lists when they play shop. Children are developing their mathematical awareness effectively, because the childminder encourages them count and use mathematical language.

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

The childminder offers lots of opportunities for children to be independent. For example, children peel and chop their own fruit, and wash their plate when they have finished. The childminder supports them to understand how to keep themselves safe well. For example, she talks to them about why they need to wear sun cream. Children have been growing strawberries, and a range of beans to support their understanding of healthy lifestyles. The childminder builds children's confidence effectively, by praising them and listening to their ideas. Children are learning to manage their own personal needs, because they wash their own hands and get themselves a drink from the drinks fountain. The childminder has a positive relationship with parents, and shares information with them on a regular basis, through discussions. As a result, parents are kept informed about their child's care, learning and development, and children's needs are effectively met.

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

The childminder monitors the progress children make in their learning and development. She plans clear next steps to support all children to make good progress towards the early learning goals, which ensures children are acquiring the key skills required for their next stage in learning. The childminder has recently accessed safeguarding training, which means she has a good knowledge of the signs and symptoms of abuse, and the procedure to follow should she be concerned about a child in her care. However, the childminder has not accessed any recent training, and does not have a clear development plan to help her in improving her teaching skills even further. The childminder has written risk assessments in place and has put safety measures in place, which minimises the risks to children. The childminder knows each child well, which enables her to meet their individual needs. She seeks the viewpoints of parents through questionnaires, which contributes towards helping her to identify areas to improve.

Setting details

Unique reference number	504148
Local authority	Salford
Inspection number	869224
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	25 September 2009
Telephone number	

The childminder was registered in 2001 and lives in Irlam, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

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