

Childminder Report

Inspection date

17 June 2015

Previous inspection date

17 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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		Outstanding	1
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 uses her extensive experience of caring for children to a very good effect. Through effective partnerships with others, she continually updates her knowledge of changes to ensure all legal requirements are met.
- The childminder's exceptional levels of enthusiasm for her job, and in providing for children have a significant impact on the quality of her provision. This has helped to successfully reverse a slight dip in performance at her last inspection.
- Children are exceptionally well cared for and are loved and highly valued as unique individuals. They develop very high levels of self-esteem and independence due to their very strong sense of security.
- The childminder's energy and commitment to meet children's needs means they thrive in the setting, and display high levels of enthusiasm to explore, join in and to learn.
- Children make good progress in their learning and development, because the childminder uses her very secure knowledge of how children learn to provide a wide range of interesting experiences, and support during play.
- Relationships are very strong at all levels. Parents' feedback demonstrates that they are well supported with children's care, learning and development, and are highly satisfied with the provision.

It is not yet outstanding because:

- The childminder introduces letters and sounds to help children to be ready for early reading is sometimes confusing.
- The way the childminder checks children's progress is not precise enough to identify minor gaps in learning to enable her to target particular aspects of teaching, and to support children to make outstanding progress overall.

What the setting needs to do to improve further

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

- enhance and clarify the way children are introduced to early reading, by adopting a consistent approach to teaching about letters and their sounds
- check children's learning even more precisely to help identify any minor gaps in their progress across every aspect of learning.

Inspection activities

- The inspector observed the childminder and children during activities in the lounge and through the ground floor of her property.
- The inspector discussed the childminder's evaluation of children's learning during play.
- The inspector looked at documentation and a selection of policies and procedures, including children's information, learning journey records, training certificates and evidence of the childminder's suitability.
- The inspector took account of the information provided in the childminder's self-evaluation document and in written feedback from parents.

Inspector

Angela Rowley

Inspection findings

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

Children become interested and enthusiastic learners, because the childminder makes learning exciting and fun. They develop the strong exploratory impulses they need to become good learners, because the childminder creates an accessible environment, in which they can choose and combine the items they want to play with. Cheers of 'Hooray' sound out as the childminder suggests favourite activities. With her very good levels of support, children persist and their concentration is sustained. Language development is at the core of all the childminder's support, and consequently, children become confident communicators from an early stage. She values their individual attempts, from the earliest babble and tuneful attempts to sing, to requests for things to play with. The childminder takes them to regular library sessions, and continually talks and sings with the children. However, their early introduction to early reading, such as the sounds that letters make, is sometimes slightly confusing, because at other times the childminder also encourages using letter names.

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

Exceptionally close relationships and high levels of support help children to become well-behaved, confident and independent learners. The childminder's genuine love and care helps children develop an excellent sense of belonging. From a very early stage they confidently explore in the safety of the childminder's clean, safe and well-maintained home. The ability to take risks, explore and try new things means children enthusiastically embrace new experiences, which are essential for them to learn independently and try things out for themselves. As a result, their self-care skills are very well developed and they are extremely well prepared for the move to school. Children's personal, social and emotional development is outstanding. The way that the childminder models care, kindness and respectful behaviour significantly impacts on children's learning. From a very early stage they care for others, they are helpful and use good manners. They cooperate and enjoy each other's company, which helps them extend their play and have fun.

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

The childminder has successfully addressed the action set at the last inspection. She has updated her knowledge, and prioritised essential training, such as in safeguarding and first aid. She is not qualified in early years, however, she uses her wealth of experience as a childminder to a very good effect. She knows how children learn and provides an environment in which they thrive. Her enthusiasm is clearly demonstrated by the way she transforms her home and garden to become an exciting hive of activity. Her relationships with parents are strong and they have a high degree of trust in her. The childminder seeks their views and those of receiving teachers. As a result, she knows her provision is strong. She checks children's progress, so she is able to identify if any child needs any additional support. However, she does not precisely check every aspect of all the areas in which they learn. This means she does not always identify minor gaps in teaching.

Setting details

Unique reference number	307417
Local authority	Salford
Inspection number	818806
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	17 October 2011
Telephone number	

The childminder was registered over 40 years ago and lives in Walkden, Greater Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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