

# Childminder Report

**Inspection date**

9 July 2015

Previous inspection date

7 October 2009

<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

- Children enjoy affectionate and trusting relationships with the childminder. She is attentive to their needs and encourages them to be independent. Consequently, children display good levels of self-confidence and self-esteem.
- The childminder skilfully extends children's learning by letting them lead their own play. She promotes children's communication and language skills by giving them time to process their thoughts and encourages them to learn new vocabulary. As a result, children are confident and articulate in communicating their thoughts and making their needs known.
- Safeguarding is good. The childminder has a good understanding of how to keep children safe. She has attended child protection training and understands her roles and responsibilities to keep children safe from harm. She has a valid first-aid certificate.
- Children are learning to live healthily and their daily routine ensures they have opportunities to be active, engage in physical play and learn how to assess potential risks for themselves.
- The childminder attends a variety of training, which further improves her existing good practice. Consequently, children are well supported to make good progress towards the early learning goals.

### It is not yet outstanding because:

- Information regarding children's starting points in their learning is not always gained on entry. As a result, the childminder is unable to use this information to enhance her planning at the start of the child's placement.

## What the setting needs to do to improve further

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

- gather more in-depth information from parents regarding children's existing skills in each area of learning on entry to the setting, so that the planning of appropriate activities can be fully supported from the onset.

### Inspection activities

- The inspector had a tour of the premises used for childminding.
- The inspector and childminder undertook a joint observation and discussed children's learning while they were engaged in activities.
- The inspector looked at children's assessment records, evidence of the suitability of adults who live on the premises, a selection of policies, safety procedures and required documentation.
- The inspector took account of the written views of parents.

### Inspector

Marina Howarth

## Inspection findings

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

The childminder provides a wide variety of activities and experiences to promote children's learning and development across the seven areas of learning. Children express their excitement and enthusiasm as they help themselves to toys of their choice from a wide range of resources, which helps to develop their independence. Younger children develop good hand-to-eye coordination skills by the way that they are encouraged to handle and explore the resources and use their senses. They develop early mathematical skills as they are encouraged to sort, count and observe different patterns and changes in malleable materials in their play. The childminder completes meaningful, good quality observations and assessments. She uses this information to track and plan for children's continued development and ensures they continue to make good progress. The childminder engages well with parents to share information about their child's progress. However, she does not fully utilise the settling-in sessions to gain initial information on children's starting points.

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

Children confidently explore the safe, stimulating environment and show high levels of interest and motivation in the resources and activities provided. They eagerly seek the childminder's attention and thrive on the cuddles and reassurance she provides. The childminder gives lots of meaningful praise and recognition and children learn how to behave appropriately with their peers, both at the childminder's home and during visits to local groups in the community. Consequently, children are aware of boundaries, behave very well and develop their social skills. Additionally, all children are encouraged to develop their independence, which ensures they gain confidence and learn vital skills required for pre-school or school. The childminder promotes children's understanding of healthy lifestyles through daily care routines, such as encouraging children to wash their hands before lunch and offering a wide range of healthy snacks and nutritious, home-cooked meals.

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

The childminder has a secure knowledge of the learning and development requirements and how to keep children safe. She conducts robust risk assessments of her home regularly and involves children in helping to keep her home safe and secure. The childminder's evaluation of her practice is robust and accurate. She regularly seeks the views of children and parents and uses the feedback effectively in her planning. For example, she provides activities and experiences children request, such as specific materials for art and craft activities. The childminder has effective systems in place to monitor how well children are doing in their learning and shares this on a regular basis with parents. Effective partnerships with other settings help to maintain continuity for children at home, at the childminder's home and at nursery.

## Setting details

<b>Unique reference number</b>	EY300372
<b>Local authority</b>	Manchester
<b>Inspection number</b>	856491
<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>	10
<b>Name of provider</b>	
<b>Date of previous inspection</b>	7 October 2009
<b>Telephone number</b>	

The childminder was registered in 2005 and lives in the Gorton area of Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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