

Childminder Report

Inspection date	13 July 2015
Previous inspection date	7 February 2011

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 provides a friendly and welcoming environment in which children thrive. She places strong emphasis on supporting children's individual needs and interests. As a result, they are motivated, eager to explore their surroundings and emotionally secure in the care of the nurturing childminder.
- The childminder takes children on regular outings in the local community where they develop awareness of others. Children develop positive relationships, good social skills and confidence, which prepares them for their move to school.
- The childminder has recently undertaken safeguarding training. She has a thorough understanding of child protection procedures. She is aware of the process to follow if she has concerns about children's welfare.
- The childminder has a secure knowledge of the seven areas of learning. Therefore, she is able to plan a range of challenging activities and experiences to support all children to make good progress in their learning and development.
- The childminder uses effective self-evaluation. She frequently meets with other childminders to discuss practice and share ideas. The childminder also gains feedback from parents' questionnaires and daily discussions. This enables her to review her practice and continue to make ongoing improvements.

It is not yet outstanding because:

- Strategies to gain information from parents about children's learning at home are not always successful.
- The childminder's organisation of toys and resources does not help younger children to easily make independent choices about what they want to play with.

What the setting needs to do to improve further

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

- strengthen opportunities for all parents to consistently share information in relation to their child's learning at home to inform future planning and fully extend their learning
- review the organisation of resources to allow younger children to make more independent choices about the toys and activities.

Inspection activities

- The inspector observed activities in the learning environments and viewed all areas of the home used for childminding purposes.
- The inspector held discussions with the childminder about the children's progress and achievements. She carried out a joint evaluation of teaching with the childminder.
- The inspector saw evidence of suitability and qualifications of the childminder, discussed self-evaluation, risk assessment and policies and procedures.
- The inspector spoke to children and took account of the views of parents through written documentation provided to the childminder prior to the inspection.

Inspector

Layla Louise Clarke

Inspection findings

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

The childminder gathers information from parents when children first start to find out their likes, abilities and routines. She uses this information with her own observations to carefully tailor activities, in order to challenge children in their learning. However, methods to obtain information about children's learning from home are not always successful, in order to support them to make the best possible progress. The childminder responds appropriately to children of all ages. She uses simple words, repetition and animated facial expressions to support babies' speaking skills. The childminder describes the soggy melon seeds as she shows them to children, encouraging them to feel the texture to reinforce their understanding. The childminder introduces new words to toddlers as she engages in lively discussions about farm animals. She skilfully introduces colour and number, as she encourages children to name and count the number of cows and pigs. The childminder uses the environment well to extend children's listening skills. Together they quietly listen for aeroplanes. Children excitedly exclaim, 'They have all gone!' when they can no longer hear the sound of the engine.

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

The childminder is a positive role model and children's behaviour is good. She uses praise and encouragement to promote children's self-esteem. As young babies pull themselves up using furniture and attempt to stand by letting go, she sits alongside offering support but allowing them the opportunity to challenge themselves. Children have many opportunities to be physically active. The childminder uses her garden well, which supports children's physical health and well-being. She uses daily routines and explanations to teach children about health and hygiene. The childminder talks to children about road safety. She discusses internet safety with older children. The childminder uses explanations that are appropriate to their age. She tailors her teaching to help children to gain an understanding of how to keep themselves safe. The playroom is rich, vibrant and has many exciting resources. However, younger children's opportunities to choose toys and equipment for themselves are not well supported.

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

The experienced childminder attends regular training. She will soon commence an early years qualification at level 3, as she identified that this would help her to further develop her own understanding. This demonstrates her commitment to continue to gain further skills, in order to meet children's needs. The childminder leads a toddler group in the local school. She has good relationships with school teachers and is able to share regular information to support older children who attend both settings. Parents speak highly about the childminder's care, the activities and nutritious meals she provides. They comment that her, 'Beef casserole is definitely a favourite'. The childminder carefully assesses children's progress, which means that any gaps in their development are swiftly addressed and they are supported to achieve the next stages in their learning.

Setting details

Unique reference number	500285
Local authority	Manchester
Inspection number	855474
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	7 February 2011
Telephone number	

The childminder was registered in 1993 and lives in the Withington area of Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except from bank holidays and family holidays.

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