

# Childminder Report

**Inspection date**

13 July 2015

**Previous inspection date**

15 June 2011

<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**

- The childminder is a skilled teacher who effectively supports children to make good progress towards the early learning goals. As a result, children are acquiring the key skills required for their next stage in learning.
- The childminder completes the progress check for children aged between two and three years. She shares this with parents who make comments about how their children are learning. As a result, any gaps in children's learning are identified early, meaning intervention can be sought if necessary.
- The childminder gains information from parents when children start, about their interests and care routines. This ensures the children are supported in settling into the setting and are happy and relaxed in the setting.
- The childminder works very closely with other settings children attend, which creates a fully consistent approach to supporting children's next steps in learning.
- The childminder obtains parents' views, which enables her to provide a service that meets the needs of those who attend.

**It is not yet outstanding because:**

- The childminder does not always make best use of the environment and spontaneous opportunities during play to further support older children's recognition of written numerals.
- The childminder has not fully considered how to extend children's opportunities to write for a purpose.

## What the setting needs to do to improve further

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

- maximise the opportunities for children to learn to recognise numbers
- extend the range of opportunities for children to practise their early writing skills.

## 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 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 effectively supports children to develop their imagination, which means children are able to take on different roles and explore role-play based on their previous experiences. Children are able to work out how many objects will be left if one is taken away because the childminder effectively supports their mathematical development. However, there are less opportunities for children to see and play with written numerals, which does not fully extend children's learning in this area. The childminder effectively supports children's language development. As a result, babies imitate words and sounds. The childminder does not always use all opportunities to encourage children to write for a purpose in order to fully promote children's literacy skills. The childminder effectively supports children's love of books, which means children are able to retell familiar stories. Older children are able to recognise sounds in familiar words because the childminder effectively supports their early reading skills.

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

The childminder effectively supports children's independence skills so they are able to do things for themselves, relative to their age, and are self-motivated. The childminder effectively supports children's understanding of safety, which means children can describe what they need to do to keep themselves safe. The childminder has built good relationships with the children and they are settled and secure in her care. Children are confident to share their ideas because the childminder effectively builds their confidence. The childminder effectively supports children to understand how to behave. As a result, children are kind and caring towards each other and share toys. The childminder takes children to play outdoors every day in all weathers, which effectively supports their emotional and physical well-being. The childminder effectively supports children's understanding of healthy lifestyles and children are starting to understand about the health benefits of the food they are eating.

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

The childminder is committed to working in partnership with parents to promote children's learning and their well-being. Parents are fully aware of their children's development and the shared learning experiences benefit children's all-round development. The childminder is fully aware of her responsibilities to safeguard children. She is trained and knowledgeable about the procedures to take should she have concerns about any children. As a result, children are helped to be kept safe from harm or abuse. The childminder ensures she regularly participates in professional development activities. As a result, the childminder uses new knowledge she has gained to continuously improve her practice. The childminder demonstrates an enthusiastic approach towards providing good quality care and education for all the children. She uses observations to enable her to track children's progress in their learning and development from when they start. This ensures all children make good progress in all areas of learning.

## Setting details

<b>Unique reference number</b>	EY358611
<b>Local authority</b>	Salford
<b>Inspection number</b>	863560
<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>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	15 June 2011
<b>Telephone number</b>	

The childminder was registered in 2007 and lives in Eccles. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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