

# Childminder Report

## Inspection date

16 July 2015

Previous inspection date

3 May 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 effectively supports children's early reading skills. This helps older children to be able to competently name and sound out the letters of the alphabet.
- The childminder effectively supports children's personal, social and emotional skills. This contributes towards children becoming aware of their own feelings. They are able to share resources, behave well and show consideration for each other.
- Children are stimulated and motivated because they have access to a well-resourced learning environment, both indoors and outside.
- The childminder successfully reviews her provision. This helps her to plan for improvement and helps to ensure that she continually develops her service and meets children's care and learning needs.
- The childminder holds a relevant early years qualification, which gives her a good knowledge of how children learn. This helps her to provide activities and experiences that challenge children and support them to make good progress in their learning and development.
- Teaching is strong. The childminder makes effective use of observations and assessments. This contributes towards children enjoying a range of interesting and enjoyable activities.

### It is not yet outstanding because:

- Occasionally, the childminder does not always consider how children of different ages can be fully involved when taking part in planned activities together.
- The childminder has not fully established partnership working with other settings that children will attend in the future, such as school.

## What the setting needs to do to improve further

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

- enhance the opportunities for younger children to become deeply involved in planned activities
- further develop partnerships with other settings, in order to support children during their move to school.

### Inspection activities

- The inspector observed activities and interactions 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's physical skills. She helps younger children to hold objects in both hands so that they can bang them together effectively. Older children are interested in exploring and learning about how sounds can be changed because the childminder effectively supports their skills in expressive arts and design. The childminder effectively supports children's communication and language skills. This contributes towards children using a wide range of vocabulary. The childminder does not always fully maximise the learning of younger children during planned activities. Therefore, occasionally younger children are not fully engaged in the activities. However, during child-led activities the childminder supports all children's learning well and she closely monitors the progress they make in their learning and development. This helps to ensure that they are acquiring the skills required for their next stage in learning. Children's growing imaginations are also effectively supported by the childminder, as they pretend to take on different roles during a game.

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

The childminder effectively meets the care needs of children, which helps to promote their emotional security. Children are happy and healthy because the childminder supports their physical well-being effectively. Children are competent at undertaking tasks for themselves because the childminder effectively supports their growing independence. The childminder works closely with parents and children when they first begin to attend. This helps her to know children well and helps them to be confident in her care. Children are developing a good understanding of healthy lifestyles and the childminder effectively supports their knowledge in this area. The childminder gives children good explanations about how to keep themselves safe. This contributes towards them being able to describe dangers and the measures they need to take to keep themselves safe. Written parental comments demonstrate that they are happy with the childminder's care and feel partnerships are good. This helps to create a consistent approach to meeting children's needs.

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

The childminder has a clear safeguarding policy in place, which she shares with parents when children first start to attend. This helps to minimise risks to children. The childminder has undertaken safeguarding training, which has given her a good knowledge of the signs and symptoms of abuse and the referral procedure to follow should a concern arise about a child in her care. This helps to protect children. The childminder has not fully established relationships with all settings that children move on to, such as school, which means she does not have any information about the new setting to fully support children through the move. The childminder undertakes professional development activities, which enables her to make improvements to her practice. For example, she has begun to assess children's starting points in learning after attending a meeting, in order to plan initial activities that are based on what children can already do.

## Setting details

<b>Unique reference number</b>	EY414619
<b>Local authority</b>	Manchester
<b>Inspection number</b>	851536
<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>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 May 2011
<b>Telephone number</b>	

The childminder was registered in 2010 and lives in Wythenshawe. She operates all year round from 7.30am 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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