

# Childminder Report

## Inspection date

25 August 2015

Previous inspection date

10 April 2012

<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		Outstanding	1
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's development is well supported. The childminder is experienced and holds a childcare qualification. She attends training to enhance her professional development. She uses her knowledge of how children learn to provide rich learning opportunities.
- Children demonstrate that they are independent learners as they make choices about their play. They readily engage in a wealth of activities as they flow freely between the large, stimulating garden and the well-resourced playroom.
- The childminder and her assistants are skilled at supporting children's emotional development. This contributes towards children being confident, well nurtured and demonstrating a clear sense of belonging.
- Children play cooperatively and support each other, and their social skills are expertly fostered. The childminder and her assistants have high expectations and are positive role models.
- Partnerships with parents are strong and information is shared very well to support children's learning and their individual care.
- The childminder works in partnership with other professionals to support children's individual development. Children with special educational needs and/or disabilities make good progress in their learning from their initial starting points.
- The childminder and her assistants have a secure understanding of safeguarding procedures. This helps to promote children's welfare well.

### It is not yet outstanding because:

- Occasionally, during group activities, opportunities to encourage older children to think through their own ideas are missed.
- The childminder does not monitor the teaching practice of her assistants rigorously enough to move teaching from good to outstanding.

## What the setting needs to do to improve further

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

- enhance opportunities during group activities for older children to think through their own ideas
- improve the monitoring of the teaching practice to support staff's training and skills, in order to enhance teaching from good to outstanding.

### Inspection activities

- The inspector carried out a tour of the premises used for childminding purposes.
- The inspector observed the childminder and her assistants interacting with children.
- Discussions were held with children, the childminder, the childminder's assistants and a parent. A joint observation was carried out with the childminder.
- The inspector looked at a selection of documentation, including observations and assessments of children's learning, risk assessments, safeguarding procedures, training records, self-evaluation reports and children's records.
- The inspector considered evidence of suitability checks for all adults working with the children and for adults living in the home.
- The inspector also took into account parents' written views from questionnaires.

### Inspector

Kate Smith

## Inspection findings

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

The childminder has a very secure understanding of how children learn. She plans activities that extend children's knowledge and she builds on their interests. This helps children to be motivated and enjoy taking part. A successful two-way flow of information with parents supports continuity in children's learning. Regular observations and accurate assessments of individual development help ensure that all children make good progress in their learning. However, occasionally during group activities, older children are not fully supported to extend their own ideas to enhance their learning to optimum levels. Babies explore sensory objects and their physical development is well promoted. Children's language development is well supported. Children recognise letters and link these to their sounds, promoting their literacy skills. Mathematical skills are fostered as children match numerals to specific quantities of objects. Through good and occasionally outstanding teaching, children are developing strong skills to support their future learning in school.

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

Home visits and detailed discussions with parents enable the childminder to gather information about children's unique qualities. The childminder tailors her care, providing packages of support to meet children's individual needs. Strong supportive relationships with the childminder and her assistants contribute towards children demonstrating very high levels of self-esteem and emotional security. The childminder and her assistants encourage positive behaviour very successfully. Children are very well behaved, kind to each other and willingly take turns. They demonstrate high levels of independence, relishing the responsibility they are given. Children's self-care skills are well fostered. Their good health is very well supported through healthy eating and daily exercise in the fresh air. Children learn to keep themselves safe as they take acceptable risks in their play.

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

The childminder has a very secure understanding of the learning and development requirements. She monitors the activities provided and children's progress across all areas of their learning. Parents are well informed about their children's development. The childminder liaises with local teachers to share information about children's learning, in order to aid their move on to school. Detailed risk assessments maintain a safe environment. Effective vetting procedures are in place which help to promote children's welfare. The childminder evaluates her provision and gathers parents' views to support this. She observes the practice of her assistants and gives them verbal feedback. However, this is not effective enough to enhance the quality of teaching from good to outstanding. Parents' comments are extremely complimentary about the quality of the childminder's provision. The childminder has completed the action and recommendation raised at her last inspection, demonstrating sustained improvement.

## Setting details

<b>Unique reference number</b>	EY433160
<b>Local authority</b>	Manchester
<b>Inspection number</b>	874587
<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>	12
<b>Number of children on roll</b>	12
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 April 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Openshaw area of Manchester. She holds a relevant qualification at level 3 and supports children with special educational needs and/or disabilities. The childminder works with two assistants. She operates all year round from 8am to 5pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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