

# Childminder Report

<b>Inspection date</b>	10 September 2015
Previous inspection date	3 December 2008

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder and her assistants have a good understanding of the Early Years Foundation Stage and how children learn. This enables them to plan activities that are based on children's interests and developmental needs, in order to support them to make good progress.
- Parents are complimentary of the childminder and her assistants. They are involved in establishing where their children are in their learning and development when they first start at the setting. Parents also feel supported in knowing the progress their child is making and how they can enrich their child's learning experience at home.
- The childminder and her assistants offer consistent and high levels of praise and encouragement to children, which helps to promote their self-esteem, confidence and motivates them to participate in activities. This effectively supports their all-round development and emotional well-being.
- The learning environment is bright and stimulating. There is a wide range of resources and equipment, which are set out for children to access themselves and make choices about their play and learning.

### It is not yet outstanding because:

- The childminder and her assistants do not always extend children's thoughts and ideas.
- The childminder has not yet fully established a highly focused programme to drive forward future improvements.

## What the setting needs to do to improve further

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

- maximise opportunities that arise during activities and routines to extend children's thoughts and ideas
- consolidate reflective evaluation to ensure that the high-quality practice is sustained and consistently improved upon.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector evaluated a planned activity with the childminder.
- The inspector completed a joint observation with the childminder.
- The inspector spoke to a small selection of parents during the inspection and read comments from others and took account of their views.
- The inspector looked at a selection of documentation, including children's information, certificates, policies and procedures and evidence of the suitability checks for all adults living in the household.

### Inspector

Nicola Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified childminder effectively manages the performance of her assistants; they are regularly supervised in order to support their practice. The arrangements for safeguarding are effective as the childminder and her assistants have a good understanding of how to keep children safe. Regular risk assessments are carried out and the childminder and her assistants have a good understanding of child protection issues. The childminder has developed a system for self-evaluation and has made many changes to improve her setting. However, how the childminder intends to drive the setting forward in the future is not as effectively planned for. The childminder has good links with other professionals and knows how to access additional support if needed to further improve outcomes for all children.

### Quality of teaching, learning and assessment is good

The childminder and assistants make observations of children to capture their achievements and identify their next steps in learning. The childminder provides a wide range of resources and experiences to support children to make good progress across all areas of learning. Teaching is good because the childminder and her assistants use a range of different teaching strategies. Children are given time to explore their own ideas so that they can identify their own way of doing things. However, the childminder and assistants do not always make the best use of all opportunities to extend children's thoughts and ideas further to encourage them to make links in their learning. The language acquisition of young children is promoted well as the childminder and staff speak clearly and verbally label objects throughout children's play to introduce new vocabulary. They praise and repeat what children say and children feel secure in attempting to talk.

### Personal development, behaviour and welfare are good

Children have formed good relationships with the childminder and her assistants and the key-person system works effectively as both children and parents are well supported. The atmosphere is calm and relaxed, and children are given good support to settle and feel secure. The childminder and her assistants interact with children in a positive manner and at their level, providing them with lots of eye contact and positive reinforcement. The childminder takes children out into the community and they spend time at local groups, which helps them socialise with their peers and develop skills, such as sharing. Children are supported to develop a good awareness of keeping themselves safe throughout their daily routines and activities. The childminder promotes children's awareness of leading a healthy lifestyle. Children have regular opportunities to engage in physical play and they eat a well-balanced diet while in her care.

### Outcomes for children are good

Children make good progress in their learning and development during their time at the setting. Children learn in a warm, welcoming environment where they feel safe and secure and can make choices about their play. Children's emerging independence skills are well supported, which equips them well for their future learning.

## Setting details

<b>Unique reference number</b>	EY372584
<b>Local authority</b>	Manchester
<b>Inspection number</b>	858135
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	18
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	3 December 2008
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. The childminder works with assistants.

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