

Childminder Report

Inspection date	11 September 2015
Previous inspection date	11 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 quality of teaching is good. The childminder provides a varied range of activities and resources based on children's interests and learning needs. Therefore, children enjoy learning through play and are well prepared for the next stage in their development.
- The childminder is experienced and continues to update her knowledge through training. As a result, children are supported by a skilful childminder, who has a good understanding of statutory and other government requirements.
- The childminder has a clear understanding of child protection procedures and knows what to do if she has concerns about children's safety. She implements robust risk assessments and children are safe and secure in the childminder's care.
- The childminder is sensitive, caring and responsive to children's individual needs. Children enjoy warm relationships with the childminder and are emotionally confident.
- Children are making good progress supported by effective procedures, varied resources and a skilful teacher.

It is not yet outstanding because:

- The childminder does not use daily routines to the best advantage to help develop children's independence and self-help skills further.
- Information gathered upon entry about children's starting point abilities is not fully used by the childminder to enable her to plan accurately tailored support for when children first start.

What the setting needs to do to improve further

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

- provide children with more opportunities to develop their independence and self-help skills during routine activities.
- use information about children's starting point abilities more effectively to support children's progress when they first start.

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 completed a joint observation with the childminder.
- The inspector sampled a range of documentation, including policies, procedures, children's assessment information, planning and evidence of the suitability of persons living in the household.
- This inspector discussed the childminder's practice with her at appropriate times during the inspection.
- The inspector reviewed the childminder's self-evaluation document and discussed priorities to improve with the childminder.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a positive attitude to her professional development. She has paediatric first-aid and safeguarding certificates, and attends regular training. She keeps up to date by attending childminder forums. This supports ongoing improvements to the service provided. Arrangements for safeguarding are effective. The childminder has implemented safe recruitment procedures and her assistant has also completed recent training. This helps to keep children safe in the childminder's care. The childminder has a range of written policies and procedures to support her good practice. She has effective systems to evaluate her service and parents' views are considered. This means the service provided is continually improving and meets the needs of those accessing the setting.

Quality of teaching, learning and assessment is good

The childminder gathers information from parents during admission about children's stages of development, but she does not use this information well enough at the start to plan purposeful activities. However, while children settle, the childminder completes precise observations of children's achievements. She identifies next steps in learning and plans activities tailored to each child's stage of development. This supports children's good progress. She monitors children's progress well. This enables her to quickly identify gaps in development and provide additional support. The quality of teaching is good. The childminder extends activities to sustain engagement. For example, when playing outdoors, she demonstrates how to dig and pour wet mud. The children copy, developing physical coordination and their understanding of the natural world. Children's development is well supported by quality teaching and assessment.

Personal development, behaviour and welfare are good

The childminder takes time to settle children into her home. She shares information with parents to understand children's preferences. Therefore, children settle quickly and are reassured by familiar routines. Children are happy and confident because they enjoy secure relationships with the childminder. The childminder teaches children to take turns and behaviour is good. The childminder praises children for their efforts, contributing to their positive well-being. Meals provided are nutritional to promote children's good health. However, learning opportunities to develop self-help skills and independence are missed during daily routines, such as, preparing the table, self-feeding and tidying up at mealtimes. Children enjoy fresh air and exercise daily. They enjoy trips to the park or swimming baths, providing opportunities for physical exercise. Children are confident and emotionally well prepared for the next stage in their learning.

Outcomes for children are good

Children are progressing well. The childminder engages children in a variety of activities covering the seven areas of learning. Children are confident and independent learners. Children are regularly assessed, are making good progress in relation to their starting points and are prepared for the next stage in their learning and eventually school.

Setting details

Unique reference number	EY333255
Local authority	Manchester
Inspection number	862562
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	11 November 2011
Telephone number	

The childminder was registered in 2006 and lives in Blackley, Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder occasionally has support from an assistant.

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