

# Childminder Report

## Inspection date

5 November 2015

Previous inspection date

14 September 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
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

- Children are settled, confident and happy. The childminder is affectionate and caring with the children. Through her nurturing support and praise, the childminder promotes children's positive behaviour and emotional development well.
- The childminder has a good understanding of children's individual interests, capabilities and how to support their ongoing development. Children make good progress and are well prepared for the next stage in their learning.
- Children are offered a range of activities, both in the childminder's home and in their local community, which supports their ongoing learning and development. This helps children to make good progress.
- Children enjoy wholesome meals and snacks and have opportunities to be active outdoors. The childminder understands the importance of supporting children to develop healthy lifestyles and promote children's good health.
- The childminder communicates well with parents. She regularly shares her observations and assessments of children's progress and details of their daily activities. The childminder supports parents to extend their child's ongoing learning and development at home.

### It is not yet outstanding because:

- The childminder does not actively incorporate the views of parents when evaluating what improvements can be made to her practice or setting.
- When children first start at the setting, the childminder does not always use the information gained from parents to inform her initial assessments.
- The childminder does not always make use of professional development opportunities to develop her provision and professional knowledge further.

## What the setting needs to do to improve further

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

- improve the system for evaluating practice by including more opportunities for parents to share their views and contribute to the ongoing improvement of the practice
- review opportunities for professional development to raise the quality of teaching to a higher level and fully support children to reach the very highest levels of achievement
- use all the information provided by parents about what children can do at home when their children start at the setting, to inform initial assessments.

### Inspection activities

- The inspector observed activities and interaction between the childminder and children throughout the inspection.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector viewed the areas used for childminding.
- The inspector looked at evidence of the suitability of the childminder and household members and discussed her methods for self-evaluation.
- The inspector undertook a joint observation with the childminder.

### Inspector

Kylie Nixon

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder takes appropriate action to help ensure the safety and security of the children in her care. She offers gentle reminders to support children to manage their own safety. The childminder has effective systems to evaluate children's learning and development. She is aware of how her assessments support the progress checks for children aged between two and three years. The childminder reflects and evaluates the effectiveness of her practice and provision and has implemented some positive changes since her last inspection.

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

The childminder gathers information from parents about their children's routines and preferences when they first start. This helps the childminder support children to settle well with her. The childminder observes and monitors children's progress well. She uses her understanding of child development to plan activities and provide resources, based on children's individual interests and next steps in their learning. Children are confident, active and well motivated to play, learn and independently explore their environment. The quality of the childminder's teaching is good. As she plays alongside the children, she promotes their development well. For example, when playing with a selection of dressing-up jewellery, the childminder extends children's learning through the use of open questions and the introduction of new language. This helps children to become sociable and confident learners. Children make good progress and are gaining skills to prepare them for the next stages in their learning and development.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming and nurturing environment, with resources that are easily accessible to children. She quickly gets to know the children well and understands their individual personalities and needs. Children form secure attachments with the childminder. The childminder effectively promotes children's well-being and they are emotionally prepared for their next stage in learning. The childminder consistently and effectively supports children to manage their own behaviour and to treat each other with respect. For example, she gently explains her high expectations of good behaviour and encourages children to share their toys with others. She takes every opportunity to praise children for their efforts and kindness. Children are supported to make choices about their care and play experiences. The childminder actively encourages children to be responsible for essential tasks, such as tidying away resources and setting up for mealtimes. This approach helps to promote children's confidence and self-esteem and supports them to acquire the social and emotional skills they need for their next stage in learning.

### Outcomes for children are good

The childminder supports children to make good progress and they are working comfortably within the range of development typical for their age. They are learning the key skills necessary to prepare them for their next stage of development, such as moving on to nursery or school.

## Setting details

<b>Unique reference number</b>	500380
<b>Local authority</b>	Manchester
<b>Inspection number</b>	869080
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Name of provider</b>	
<b>Date of previous inspection</b>	14 September 2011
<b>Telephone number</b>	

The childminder was registered in 2000 and lives in the Moston area of Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

