

# Childminder Report

**Inspection date**

8 January 2016

Previous inspection date

10 January 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
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**

- Teaching is good. The childminder interacts well with children to extend their learning through play. She helps them become less reliant on adults, think for themselves, solve problems and be active learners.
- The childminder places a strong emphasis on supporting children to develop their language and communication skills. She encourages children to be verbal and inquisitive and to share their thoughts and ideas.
- Children are polite and very well behaved. The childminder helps them to understand rules and routines and the importance of being kind to one another.
- The childminder is a reflective and evaluative practitioner. She uses self-evaluation to identify and address weaknesses in her practice. The views of parents and children are valued as part of this process to ensure that improvements reflect their needs.
- Children are well supported when they start in the setting. The childminder is flexible to meet the needs of children and their families, and this helps children settle quickly.

**It is not yet outstanding because:**

- Sometimes, the end result of adult-led creative activities is planned in advance, which does not encourage children to express their individuality and creativity.
- There is scope to gather more detailed information from parents about children's developmental achievements so that children's progress from their starting points can be more precisely measured.

## What the setting needs to do to improve further

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

- provide more opportunities for children to express their individuality and creativity
- gather detailed information from parents about children's developmental stages when they start in the setting.

### Inspection activities

- The inspector viewed the areas of the setting used for childminding.
- The inspector undertook a joint observation with the childminder.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the children and the childminder throughout the inspection.
- The inspector viewed a range of documentation, including children's records, policies and procedures, risk assessments, qualifications and suitability checks.

### Inspector

Julia Matthew

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder is well qualified and has a good understanding of how children learn and develop. This helps her to deliver learning experiences which meet children's interests and developmental needs. The childminder monitors children's progress to identify additional needs and address any gaps in their learning. Positive relationships with local schools help to promote good communication and consistency of care and learning. The arrangements for safeguarding are effective. Health and safety policies and procedures are closely followed and the environment is well organised, clean and kept free from hazards. The childminder knows what to do if she has concerns about a child's welfare, and she regularly completes training to improve her practice. She also ensures that members of her family, who act as occasional assistants, are well supported and mentored.

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

The childminder uses regular observations and accurate assessments to help children progress well, and plans activities and experiences which enthuse and motivate them. Children eagerly explore the well-resourced rooms. They confidently access toys, equipment and tools, leading their own learning and making independent choices. The childminder helps children to understand that print carries meaning in fun ways. For example, they thoroughly enjoy joining in with actions and missing words as they read a rhyming story together. The childminder uses a variety of strategies to promote speaking and listening, and children learn and apply the rules of conversation very well. The childminder uses mathematical terms as children play, extending their understanding and consolidating previous learning. Children are very well supported to continue learning at home as the childminder regularly shares and celebrates their achievements with parents.

### Personal development, behaviour and welfare are good

Children are happy, comfortable and confident in the childminder's home. The childminder knows them very well and is sensitive to their needs. She takes children on a wide range of outings and visits. This helps them develop social skills and an understanding of the diversity of their community. The childminder supports children's physical health very well. She provides well-balanced meals and regular opportunities to exercise outdoors. She works closely with parents in order to reflect care routines at home. Children learn to use the bathroom independently and wash their own hands afterwards, skills which are valuable when they start school. Children form strong bonds with the childminder and enjoy playing alongside her and their peers. They behave very well and are kind to one another. The childminder is an excellent role model and has high expectations of all children. This helps children to develop a positive attitude to learning and persevere when faced with challenges.

### Outcomes for children are good

Children make good progress in their learning and development. They are very well supported across all seven areas of learning and develop the skills they need in readiness for their move on to school.

## Setting details

<b>Unique reference number</b>	EY429388
<b>Local authority</b>	Salford
<b>Inspection number</b>	852981
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 9
<b>Total number of places</b>	30
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	10 January 2012
<b>Telephone number</b>	

The childminder was registered in 2011 and lives in the Worsley area of Manchester. She operates from 7.30am to 6pm, Monday to Friday, all year round. The childminder has registered assistants, who work with her occasionally. She holds an appropriate early years qualification at level 3.

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