

Childminder Report

Inspection date

18 February 2016

Previous inspection date

16 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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 assistant are enthusiastic and committed to delivering good quality childcare for the families they work with. They provide a varied range of interesting experiences for children, particularly through outings in the community.
- Partnerships with parents are strong. The childminder regularly invites them to discuss and share information about their child's learning. She provides effective strategies that involve parents, helping to continue their children's learning at home.
- Children enjoy consistent praise and reassurance and thrive in the childminder's care. Their self-care skills are very well promoted. For example, older children can attend to their personal hygiene needs with minimal assistance. Younger children are encouraged to pour their own drinks and they demonstrate very good control.
- Children are very well behaved. The childminder and her assistant are positive role models and promote clear rules and boundaries. They encourage children to use good manners and teach them to share and take turns.
- The childminder and her assistant share close relationships with children, who are very happy and settled in their care. This helps to promote children's emotional well-being.
- The childminder carries out regular observations and assessments of children's learning. She effectively monitors their good progress to identify what she needs to do to help them move on to the next steps in their learning.

It is not yet outstanding because:

- The childminder, occasionally, misses opportunities to extend children's mathematical thinking and problem-solving skills.
- The childminder, occasionally, misses opportunities to fully extend younger children's exploratory skills during activities.

What the setting needs to do to improve further

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

- increase opportunities for children to think and solve problems and extend their mathematical thinking
- enhance opportunities for younger children to further explore their individual interests during activities.

Inspection activities

- The inspector observed a planned activity and jointly evaluated this with the childminder.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector checked evidence of the childminder's suitability, qualifications, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector held conversations with the childminder, assistant and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made improvements to her practice since her last inspection. She has fully addressed the previous recommendations. The childminder now considers the views of parents and children in her self-evaluation process, when making changes to her practice. Parents comment that they are very happy with the care provided for their children. The childminder has improved the range of toys and resources she provides. Children freely and independently choose from a good selection available to them. Opportunities for children to use their home language in play have now been incorporated into the childminder's practice. The arrangements for safeguarding are effective. The childminder and her assistant are fully aware of their responsibilities for the welfare of children and the procedures to follow should they have concerns about a child in their care. The childminder has a good range of policies and procedures in place and she shares these with the assistant and parents. Risk assessments are completed and these cover all aspects of the childminder's home and outings. These are implemented well to effectively provide a safe and secure environment to support children's well-being and safety. The childminder and assistant are committed to improving the quality of teaching in the setting. They access relevant training, research ideas online and use the support of other childminders to help improve outcomes for children.

Quality of teaching, learning and assessment is good

The experienced and well-qualified childminder has a secure understanding of how children learn and develop. She uses her good quality teaching skills to provide them with interesting activities. Children are enthusiastic and motivated learners. Using their senses, they mix and investigate the properties of ingredients during a baking activity. Children, generally, learn about counting and measuring when making cakes. The childminder consistently extends children's vocabulary and they eagerly use the words they learn. For example, they use descriptive words, such as faster, as they beat the mixture and repeat what the childminder says.

Personal development, behaviour and welfare are good

The childminder teaches children how to stay safe and healthy. She talks to them about the importance of holding hands when crossing the road. She provides children with a variety of healthy and freshly prepared meals and snacks. These are some of the ways she helps to promote their physical well-being. Children have plentiful opportunities to learn about the differences and similarities between themselves and others. This helps them to develop an awareness of different people and diverse ways of life.

Outcomes for children are good

All children, including those who receive funded early education, are making good progress from their starting points. They are confident and capable learners, who are developing the skills they need in readiness for school.

Setting details

Unique reference number	EY446531
Local authority	Salford
Inspection number	1037204
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	12
Number of children on roll	9
Name of provider	
Date of previous inspection	16 November 2012
Telephone number	

The childminder was registered in 2012 and lives in Walkden, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant. The childminder provides funded early education for three- and four-year-old children.

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