

Childminder Report

Inspection date

21 March 2016

Previous inspection date

25 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

- Equality and diversity are very well promoted. The childminder takes children on visits to a wide range of places. This helps to promote their understanding of people and communities beyond their immediate experience. Children participate in activities that help broaden their knowledge of different cultures.
- The childminder's home is dedicated to her childminding setting. She creates a welcoming and stimulating learning environment which is bright, spacious and well presented.
- Partnerships with parents are good. The childminder regularly keeps them informed of their children's progress. For example, she shares information in a variety of ways and effectively promotes a coordinated approach to children's care and learning.
- Children's achievements are recognised and celebrated. For example, the childminder displays photographs of their accomplishments on the wall. Parents attend a graduation ceremony to celebrate their child moving on to school. These help children to form a strong sense of belonging and they make good progress.
- The childminder has strong partnerships with other settings that children also attend. She shares detailed information with them about children's learning and development. For example, transition reports, visits to the setting and regular discussions with teachers help to promote a united approach and ensure children's individual needs are fully met.

It is not yet outstanding because:

- Occasionally, children do not have enough time to respond to questions to help promote their thinking and language skills.
- Sometimes, opportunities are missed to help develop children's understanding of counting during activities.

What the setting needs to do to improve further

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

- ensure that all children have appropriate time to respond to questions and develop their thinking and language skills
- make better use of opportunities to extend children's understanding of counting.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation and evaluated this with the childminder.
- The inspector held conversations with the childminder, assistants and children throughout the inspection.
- The inspector checked evidence of training certificates and the suitability of all adults working on the premises.
- The inspector checked evidence of the childminder's qualifications, risk assessments and looked at a sample of her policies and procedures.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

The childminder has acted on the recommendations made at her last inspection. All policies and procedures now reflect current guidance and she has made good use of her self-evaluation process. The childminder considers the views of parents and children when making changes to her practice. The arrangements for safeguarding are effective. The childminder and assistants fully understand their responsibilities to protect children in their care. All areas used by children are assessed for risks to their safety and measures are implemented to minimise these. The childminder supports her assistants in accessing an array of training courses. For example, one assistant is working towards a relevant level 3 qualification. The childminder also has plans to access further specialised training. These help them to keep up to date with current changes in legislation and childcare practice.

Quality of teaching, learning and assessment is good

The well-qualified childminder provides experiences that complement children's interests and needs well. She uses her observations of children to assess the stage of their learning and to plan activities that help them make progress. The childminder ensures that a good range of resources is available to support children's learning. For example, children's interest in role play is supported when they pretend to make and cook dishes of food. Children enjoy making pretend pizza and the childminder and assistants engage with them in their pretend play. Children are encouraged to gain an understanding of written numbers. They learn to identify numbers on pretend money as they recreate a previous shopping experience.

Personal development, behaviour and welfare are good

Children enjoy their time in the setting. The childminder and her assistants are good role models. Children are polite, show good manners and are well behaved. They have developed strong bonds with the childminder and her assistants. Children show that they feel emotionally secure and relaxed in their care. They freely and independently organise play from the wide range of toys and resources that are available to them. Children are confident and enthusiastic learners. The childminder helps to promote healthy lifestyles. Nutritious, home-cooked meals are provided each day and children have access to regular active, outdoor experiences across all areas of learning. This helps to support their physical well-being.

Outcomes for children are good

Children make good progress from their starting points. They are supported to gain the key skills needed in readiness for their eventual move on to school. For example, they practise self-care skills, such as toileting and handwashing. Children are keen to try out new activities and show self-confidence and satisfaction in their own abilities. For example, they enjoy helping to shop for ingredients and then assist in the preparation of their own lunch, taking pride in their individual contributions. Children are motivated and eager to join in. They enjoy receiving reward stickers which help to promote their positive attitudes to learning and help to support their emotional well-being.

Setting details

Unique reference number	EY414431
Local authority	Manchester
Inspection number	851520
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	25 November 2011
Telephone number	

The childminder was registered in 2010 and lives in Chorlton, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She works with two assistants.

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