

# Childminder Report

**Inspection date**

24 March 2016

Previous inspection date

13 December 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 has made considerable improvements since her last inspection. She is committed to updating her professional knowledge and practice. The childminder accesses training and seeks advice from other professionals, using this knowledge to help improve outcomes for children.
- The childminder is well organised. She makes regular observations and assessments of children's learning and monitors their progress by regularly tracking their development. This information is used to plan for children's individual next steps in learning. Children make good progress.
- Partnerships with parents are good. The childminder gathers detailed information about what children already know and can do. She uses this to help support their future learning. The childminder regularly shares information in a variety of ways with parents and helps foster a joined-up approach to children's care and learning.
- The childminder offers a warm, nurturing and caring environment for children. She invites parents to attend short sessions with their children before their starting date. This helps children to feel safe and gives them time to develop an emotional bond with the childminder and settle quickly.
- The childminder follows children's individual interests closely. She provides a good variety of resources and activities and children enjoy their time in the childminder's home. They have good opportunities to make independent choices in their play.

**It is not yet outstanding because:**

- The childminder does not fully share detailed information about children's learning and development with other settings that children also attend.
- Occasionally, the childminder does not provide some opportunities for young children to develop their early vocabulary and understanding of new words.

## What the setting needs to do to improve further

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

- share more-detailed information about the development of children with other settings and help promote a more-consistent approach to their learning and development
- enhance opportunities for young children to hear more spoken language and further develop their early communication and language skills.

### 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, training certificates, risk assessments and looked at a sample of her policies and procedures.
- The inspector held conversations with the childminder and children throughout the inspection.
- The inspector took account of the views of parents from written comments they had provided.

### Inspector

Daphne Carr

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder knows what steps to take if she has concerns about a child's safety or welfare. She has implemented written policies and procedures and effectively shares these with parents. Risk assessments are carried out daily and the childminder ensures that the environment is safe and secure and children can play in it safely. The childminder effectively evaluates the service that she provides. She considers the views of parents and children when making changes to her practice. For example, she has recently extended the already good communication methods with parents. She has introduced a daily diary to share information about children's individual achievements. Parents comment positively about the childminder, they say 'You have a natural way with children and are very competent and organised'.

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

The childminder knows children well. She uses various teaching methods to help them learn and develop. For example, children enjoy making music using an assortment of instruments. The childminder encourages them to investigate the noises they hear. She demonstrates how to use the instruments and children copy her. They enjoy clashing cymbals together and explore the loud sounds they make. Children begin to sing nursery rhymes to the childminder. They are highly engaged and motivated to learn. The childminder skilfully extends the activity further and introduces counting songs. Children learn about counting their fingers and they sing together. They learn about the colours of shapes and they enjoy helping to solve simple puzzles. These help to contribute to children's early mathematical development.

### Personal development, behaviour and welfare are good

The childminder is a good role model. Children know and respond positively to the daily routine and their behaviour is good. The childminder encourages children to help out with small tasks and tidy up before moving on to the next activity. This helps children to learn how to manage their own risks and keep themselves safe as they play. The childminder promotes a healthy lifestyle. Children develop self-care skills, such as washing hands before eating. The childminder provides healthy fruit and nutritious and balanced meals. Children's physical well-being is promoted well. They enjoy walks to the local park for fresh air and exercise. Children attend other play settings and experiences within the community. This helps them to recognise and respect each other's differences and promotes a healthy attitude towards diversity.

### Outcomes for children are good

Children make good progress from their starting points. They are learning to share and take turns during their play activities. Children are inquisitive learners who are keen to join in. They show confidence in their own abilities, such as applauding their achievements when they learn how to play a new instrument. They are well prepared for the next stage of their development and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY370236
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1036887
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Name of provider</b>	
<b>Date of previous inspection</b>	13 December 2012
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Whalley, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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