

Childminder Report

Inspection date	27 April 2016
Previous inspection date	20 March 2012

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

- The dedicated and enthusiastic childminder has high expectations of herself and is committed to offering young children the best possible early years experiences.
- The childminder reflects upon her practice and uses her own research and training opportunities in order to help her to keep up to date and improve her skills further.
- The childminder regularly observes children as they play. She monitors their progress carefully. This enables her to identify gaps in children's learning and swiftly plan experiences to ensure children make good progress.
- The childminder follows children's interests well and is skilled in identifying the possible learning opportunities in children's self-chosen play.
- Children develop strong attachments to the childminder. She treats them with affection, encouraging them to make their own choices and solve problems as they play. This greatly supports children's emotional well-being.
- The childminder shares her knowledge and effectively supports children to learn about and value other cultures. She supports children to identify and celebrate differences between themselves and others.

It is not yet outstanding because:

- Occasionally, the childminder does not allow children enough time to think, in order to respond to questions.
- Self-evaluation does not effectively take into account the views of all parents whose children attend the setting, when planning for future improvements.

What the setting needs to do to improve further

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

- provide children with enough time to think and respond to questions when challenging and extending their learning further
- develop strategies which effectively support all parents to contribute their views when evaluating the quality of provision.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector and childminder jointly evaluated the quality of an activity provided.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of the childminder and other adults living in the family home.
- The inspector spoke with a parent and considered the views of parents in written form during the inspection.

Inspector

Denise Farrington

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder gives the utmost priority to keeping children safe. She completes daily checks of her environment to ensure it remains safe for children and understands who to contact should she have concerns about the welfare of children in her care. Parents are informed on a daily basis of the activities their children participate in. This ensures children's progress and development are consistently shared and parents understand how to support their child's learning at home. The childminder links with other childminders in order to discuss practice and support her own reflection. Good links are made with outside agencies to ensure all children's needs are very well met.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how young children learn. She offers children a wide range of exciting learning opportunities which covers all areas of learning and development. The childminder talks with children as they play, showing interest and enthusiasm for what children choose to do. She asks thought-provoking questions in order to extend children's learning further and introduces interesting words, such as telescope, in order to extend their vocabulary. The childminder effectively supports children's communication, physical and social skills. She strengthens children's understanding of mathematical concepts through their everyday activities. For example, children are encouraged to calculate and recognise shapes as they cut their own toast at snack time. The childminder enthusiastically teaches children about the world around them. Children delight in participating in activities, such as planting and caring for flowers and vegetables when they visit the 'secret garden' community garden programme.

Personal development, behaviour and welfare are good

The childminder provides a stimulating and welcoming environment. She understands what motivates children in their learning and ensures she provides things which generate and sustain their interest. The childminder effectively supports children to be independent and to manage their own risk safely. For example, the childminder discusses the importance of handling a knife correctly when buttering toast and closely monitors the children as they help to prepare their own snack. She offers gentle reassurance and positive praise, which greatly contributes to children's self-esteem. The childminder is a good role model. She explains why some behaviour is inappropriate and supports children to share, take turns and make the right choices. The childminder understands the importance of a healthy lifestyle. She provides regular opportunities for children to develop their physical skills while in the garden and ensures that children eat healthy meals and snacks.

Outcomes for children are good

Children are curious, active and enthusiastic learners. They enjoy trying new experiences and are motivated in their learning. All children make good progress from their starting points. Children are very well prepared for the next steps in their learning and development and eventual move to school.

Setting details

Unique reference number	500241
Local authority	Manchester
Inspection number	1024943
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 3
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	20 March 2012
Telephone number	

The childminder was registered in 1994 and lives in Fallowfield, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5 and offers overnight care.

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