

# Childminder Report

**Inspection date**

10 May 2016

Previous inspection date

5 November 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The experienced and dedicated childminder is passionate about providing children and their families with the very best early years experiences possible.
- The childminder has extremely high expectations of both herself and her co-childminder. Together they carefully evaluate the quality of provision, taking into account and acting upon the views of children and their parents.
- The childminder has a detailed and robust understanding of how young children learn. She skilfully plans a rich and varied range of exciting experiences and opportunities that is precisely matched to children's individual abilities.
- Observation, assessment and planning arrangements are rigorous. The childminder uses her assessments exceptionally well to support children in making excellent progress in their learning and development.
- Children are confident, extremely happy and well settled in the friendly, homely and nurturing environment provided by the childminder and her co-childminder. The childminder plans a wide range of exciting trips and outings, which enhances children's experiences enormously.
- Relationships with parents are excellent. They are extremely well informed of their child's progress and are superbly supported, in order to contribute towards their child's learning and development. Parents make the most of opportunities to use storybooks and other resources to continue their child's learning at home.
- The childminder makes excellent links with local schools. Communication with teachers from the local primary schools helps to ensure children who make exceptional progress continue to be challenged in their learning.

## What the setting needs to do to improve further

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

- continue to explore ways to further develop professional skills and knowledge, in order to continually enhance and develop the already outstanding 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 completed a joint observation with the childminder.
- The inspector spoke with the childminder 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 considered the views of parents in written form during the inspection.

### Inspector

Denise Farrington

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The childminder has an extremely detailed knowledge of safeguarding and child protection procedures, she is confident in her ability to act swiftly should she have concerns for the welfare of a child in her care. Meticulous tracking of children's progress enables the childminder to skilfully identify gaps in children's learning, and enables her to take swift action to support children in making excellent progress. The childminder works extremely well with her co-childminder. They support each other in developing their practice, and critically reflect on the quality of teaching they provide. Astute evaluation of the provision has led to continuous improvements, which have had a positive impact on the learning and development of young children.

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

The childminder provides a rich and stimulating learning environment, both indoors and outdoors. She is highly skilled in recognising the learning potential in everyday activities and is always on hand to skilfully extend and challenge children's learning. The childminder is deeply interested in what children do. She asks thought-provoking questions, in order to help children take the next steps in their learning and development. For example, as children play with dried pasta the childminder skilfully introduces mathematical concepts related to capacity. Superb questioning is used to strengthen children's understanding of concepts, such as full, half full and empty as they fill a wide variety of containers. The childminder is extremely adept at developing young children's communication, social and physical skills. She skilfully encourages children to solve their own problems, and to predict what may happen next as they play. For example, when children play with play dough they are superbly supported to work out why dough gets stuck in a syringe and continue to solve the problem of how to get it out.

### Personal development, behaviour and welfare are outstanding

Children develop extremely close bonds with the childminder and her co-childminder. The childminder is an excellent role model for children. She provides highly effective support when helping children to manage their behaviour. Children of all ages are extremely well behaved. The childminder makes the most of all opportunities to develop children's independence skills. She understands the importance of developing a healthy lifestyle. For example, children grow fruit and vegetables in the garden, which are then used to prepare healthy and nutritious meals and snacks. The childminder ensures that children understand how to brush their teeth and keep themselves clean. This contributes successfully to children's sense of well-being.

### Outcomes for children are outstanding

Children are confident, enthusiastic and independent learners. They are eager to try new experiences and enjoy solving problems. Children make excellent progress from their starting points. They are extremely well prepared for the next stage in their learning and development, including their eventual move to school.

## Setting details

<b>Unique reference number</b>	307225
<b>Local authority</b>	Salford
<b>Inspection number</b>	855147
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of provider</b>	
<b>Date of previous inspection</b>	5 November 2008
<b>Telephone number</b>	

The childminder was registered in 1992 and lives in Swinton, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with a co-childminder. The childminder holds an appropriate qualification at level 5.

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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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