

Childminder Report

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| Inspection date | 26 May 2016 |
| Previous inspection date | 16 August 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 childminder has high expectations of what children can do and the quality of teaching is strong. She uses her observations and assessments of children to provide challenging activities that help promote their learning across all areas of development. She regularly checks their ongoing development towards the early learning goals. Children make very good progress.
- The childminder monitors children's development from the start of their placement. Detailed information is gathered from parents to help build a clear picture of children's individual starting points. The childminder identifies any early gaps in learning and puts effective strategies in place, working closely with parents, to close the gaps quickly.
- The childminder helps children to settle quickly. She places a good emphasis on getting to know them very well and visits children in their own home before they start. This helps children to become familiar with the childminder and they develop strong relationships with her.
- The childminder is a good role model. Children behave very well, use good manners and take turns as they play. Children are highly independent in their self-care skills, such as toileting and handwashing. They enjoy helping to tidy up toys and resources when they have finished playing with them.

It is not yet outstanding because:

- The childminder has not rigorously reflected on practice to fully establish an ongoing and targeted programme of professional development to raise the quality of the provision to the highest level.
- Very occasionally, the childminder misses some opportunities for children who are capable of reading to use printed materials independently.

What the setting needs to do to improve further

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

- strengthen self-evaluation further and build on professional development plans to continually increase knowledge and raise the overall quality of practice to an even higher level
- provide children who are capable readers with even more opportunities to practise their very good reading skills independently.

Inspection activities

- The inspector looked at the areas of the premises that are used for childminding, including the outdoor area.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector checked evidence of the childminder's suitability, training certificates and risk assessments. The inspector also looked at a sample of the childminder's policies and procedures.

Inspector

Daphne Carr

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good range of policies and procedures in place which she uses well to help keep children safe. She is aware of the signs and symptoms of abuse and the procedure to follow should she have any concerns about the welfare of a child in her care. The childminder undertakes regular risk assessments of her home and on outings. These include ensuring that children learn to manage their own risks in a safe way. For example, when participating in Forest School activities, rock climbing and multiple sports at the clubs she takes them to. The childminder places a high emphasis on helping children to develop their physical skills from an early age. This helps to promote children's physical well-being. The childminder considers the views of parents and children when making changes to her practice to help raise outcomes for children.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children learn and develop. She helps support their understanding of mathematics extremely well and some children have very good literacy skills. For example, children learn to identify the different names, sizes and quantities of seeds during a planting activity. The childminder encourages them to choose vegetables they want to grow. Children investigate, compare and contrast the various size and shape of seeds and the childminder skilfully promotes discussions, such as how big and tall their plants may grow. Children enjoy filling pots with compost and the childminder further promotes their understanding of mathematical terms, such as half. She helps children to equally divide their number of pots into two groups. Children sow their chosen seeds and count each group of pots to consolidate their learning. The childminder extends learning further. For example, she encourages children to write the names of the vegetables on labels to help enable them to identify the plants as they grow.

Personal development, behaviour and welfare are good

Children gain a good understanding of healthy lifestyles. The childminder offers healthy, home-cooked meals and children enjoy discovering and identifying new tastes. She promotes their good thinking skills, such as when guessing what ingredients are in the soup she has provided. The childminder takes children out to interesting places in the community, such as, the theatre, museums and opera. These support them to develop confidence and good social skills and help to promote children's growing knowledge and understanding of the world. Children learn about their similarities and differences and are keen to learn about other spoken languages that are different from their own.

Outcomes for children are good

Children are confident communicators and show a desire to find out new things. For example, they examine and discuss the habitat and predators of slugs they find when out on a walk in the community. Children have positive attitudes and dispositions to learn. They read from an early age, write clearly and legibly, and complete simple mathematical sums, exceeding typical expectations in learning for their age. Children make very good progress from their individual starting points. They have high self-esteem and motivation and are well prepared for the next stage in their learning and in readiness for school.

Setting details

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| Unique reference number | EY439643 |
| Local authority | Manchester |
| Inspection number | 1042092 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 4 - 4 |
| Total number of places | 6 |
| Number of children on roll | 1 |
| Name of registered person | |
| Date of previous inspection | 16 August 2012 |
| Telephone number | |

The childminder was registered in 2012 and lives in Chorlton, Manchester. She operates all year round from 8.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

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