

# Childminder Report

**Inspection date**

8 July 2016

Previous inspection date

21 July 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	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 effectively promotes children's physical and emotional well-being through her care practices. Children demonstrate secure emotional attachments to the childminder and these help to support their good progress in learning.
- The childminder demonstrates effective teaching skills which help children to gain the skills and knowledge needed in readiness for school. She provides activities which are accurately matched to children's learning needs and has high expectations for their progress.
- The childminder has developed a secure understanding of why it is important to monitor children's progress and provide accurate levels of challenge. She monitors children's learning carefully so that any emerging gaps can be quickly identified and addressed. The childminder has implemented the progress check for children aged two to three years old correctly.
- The childminder regularly exchanges information with parents about their children's progress and provides practical ideas to help parents extend this at home. Parents contribute to the childminder's initial assessments of their children's learning when they join the setting.
- The childminder builds on the skills and knowledge gained from her initial childminding course and experience by identifying her training needs and acting on these.

### It is not yet outstanding because:

- The childminder does not make the best possible use of all opportunities to develop children's understanding of descriptive language.
- The childminder does not fully reflect on her practice in the meticulous detail that contributes to bringing about an outstanding quality of provision.

## What the setting needs to do to improve further

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

- improve the use of opportunities that help further develop children's knowledge of descriptive language
- refine further the detail with which practice is reflected on and bring about more improvement in the quality of provision.

### Inspection activities

- The inspector viewed the areas used for childminding.
- 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 teaching with the childminder.
- The inspector looked at relevant documentation related to the provision for children's welfare and learning, along with evidence of checks on the suitability of those living or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision in order to bring about continuous improvement.

### Inspector

Jennifer Kennaugh

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to identify possible signs of abuse and report these to the correct authorities. She displays relevant information for reporting safeguarding concerns so that her assistant and parents can easily access this. The childminder provides suitable mentoring for the assistant so that he can carry out his role effectively. Risk is well managed, which helps to minimise the possibility of accidents to children. The childminder has addressed all actions set at the previous inspection. She has, generally, improved her reflective skills to help raise the quality of provision. She seeks the views of parents and children to help bring about continuous improvement.

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

Children have good opportunities to experience rhyme, rhythm and songs, contributing to their learning in literacy, as well as their creative development. The childminder makes effective use of their choice of books to help promote their concentration and listening skills. She uses children's interests to help engage them in activities. Children enjoy handling materials with a variety of textures, finishes and colours while making collages. The childminder encourages them to share resources and to think about the features they need to help give meaning to their artwork. Overall, the childminder makes effective use of opportunities to help children learn to name colours and shapes, as well as to practise counting. She promotes children's observational skills using their own artwork and incorporates opportunities for them to think critically during the activity. The childminder recognises the importance of children developing a positive awareness of the similarities they share with others, as well as any differences. She provides enjoyable activities that help children to learn about diversity in the local and wider community.

### Personal development, behaviour and welfare are good

Children learn effective routines which help to promote their good hygiene. They are provided with nutritious meals and snacks, which helps them to learn which foods contribute to a healthy diet. Children have daily opportunities for exercise and outdoor activities and they enjoy this as part of a balanced lifestyle. The childminder recognises the importance of children learning to take small, well-managed risks in their play to help develop their strength, coordination and self-confidence. She teaches children the self-care skills needed to be ready for school or nursery. The childminder praises children's efforts and successes and they gain motivation from this. Children contribute their help to complete small tasks, such as tidying up, so that they learn the satisfaction to be gained from working with others. They quickly learn to manage their feelings and behaviour and the childminder consistently uses simple rules to support this.

### Outcomes for children are good

Children are well prepared for their future learning, including for starting school, when the time comes. They develop self-care skills and learn the basis for maintaining their good health. Children learn to observe rules and to respect others. They are happy, confident and motivated learners.

## Setting details

<b>Unique reference number</b>	307427
<b>Local authority</b>	Salford
<b>Inspection number</b>	1051181
<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>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	21 July 2015
<b>Telephone number</b>	

The childminder was registered in 1994 and lives in the Walkden area of Salford, Greater Manchester. She operates all year round from 7.30am to 5.30pm on weekdays, excluding bank holidays and family holidays. The childminder works with a part-time assistant who is unqualified.

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