

Childminder Report

Inspection date

19 July 2016

Previous inspection date

10 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Care practices effectively promote children's physical and emotional well-being. Children demonstrate high levels of emotional attachment to the childminder, contributing to their learning.
- The childminder has improved her understanding of how to use observations of children's learning to form accurate assessments of their progress. She makes effective use of what she knows the children can do to help identify their next steps in learning.
- Children make good progress in gaining the skills and attitudes needed to be ready for school, including those who receive early funded education. The childminder effectively promotes children's development of self-confidence and self-care skills.
- Parents contribute to initial assessments of their children's learning when they first attend the setting. The childminder frequently shares high-quality summaries of their children's progress. Parents contribute their views about their children's possible next steps in learning. This promotes continuity of approach.
- The childminder has engaged with training regularly since registering. This has helped her to update the skills and knowledge gained from her initial childminding course. Overall, the childminder recognises the importance of monitoring her practice to promote children's learning and welfare even further.

It is not yet outstanding because:

- The childminder does not make the best use of what she knows about the preferred learning styles of children under two years old to help sustain their interest for increasing periods of time.
- The childminder's reflections on her teaching skills do not identify all areas where further improvements can be made that build on children's good progress.

What the setting needs to do to improve further

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

- make greater use of what is observed about the preferred ways of learning for children aged under two years old that help them sustain and develop their concentration
- build on the detail used to reflect on teaching and identify all areas where improvements can be made to extend children's good progress.

Inspection activities

- The inspector viewed the areas of the premises 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 on the premises.
- The inspector and the childminder discussed how she reflects on her practice, in order to bring about continuous improvement.
- The inspector looked at documents provided by parents to gain their views of the setting and spoke to children at appropriate times during the inspection.

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 report any concerns she may have about children's welfare. She renews her safeguarding training regularly. She has successfully addressed the action set at the previous inspection. Monitoring of children's learning is now in sufficient detail for any gaps in progress to be identified and acted on quickly. The childminder demonstrates a good understanding of how working in partnership with other settings that children attend promotes continuity. She seeks the views of parents regularly to check that the service continues to meet their children's needs. She also gains their ideas to help improve the quality of provision.

Quality of teaching, learning and assessment is good

Children enjoy a wide variety of activities to help them practise making marks, developing the skills needed before learning to write. They explore their creativity by making collages using a range of synthetic and natural materials with different textures. The childminder makes effective use of the interests of pre-school aged children. She provides books and small-world figures to help children explore their ideas, using these effectively to test and extend their vocabulary. The childminder recognises the importance of teaching children the basic skills in literacy and numeracy. She teaches them to recognise letters, such as the ones in their names. The childminder encourages children to count and they are keen to show their ability to match numbers to quantities. She provides opportunities for children to use their thinking skills. For example, she asks them to predict the colours that will be formed when paints are mixed. She also checks their knowledge of colour names. The childminder provides a broad range of activities which effectively develops children's knowledge of the natural world.

Personal development, behaviour and welfare are good

The childminder teaches children effective hygiene routines and why these are necessary to help them develop self-care skills. She provides nutritious snacks, such as a choice of fruits, so that children enjoy a balanced diet. The childminder provides many opportunities for children to enjoy exercise and to take small, well-managed risks. This challenges their developing strength and coordination skills. She teaches children the skills needed to help manage their own safety in the future. Children behave well and the childminder sets clear boundaries to help them learn to manage their feelings and behaviour. She encourages children to use good manners and praises them for being polite. The childminder recognises the importance of children learning to respect the similarities they share with others, as well as any differences. She provides a range of interesting activities to help children develop a positive awareness of diversity.

Outcomes for children are good

All children, including those in receipt of funding, make quick progress towards gaining the skills needed for school. They are confident and motivated learners who make their needs known. Children learn effective self-care skills and show independence. They develop good communication skills and use a wide vocabulary.

Setting details

Unique reference number	EY459052
Local authority	Salford
Inspection number	1044119
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	10 September 2014
Telephone number	

The childminder registered in 2013 and lives in the Worsley area of Salford, Greater Manchester. The childminder operates from 7.30am to 5.30pm, Monday to Friday, all year round, excluding bank holidays and family holidays. She provides funded early education for children aged four years old.

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