

# Childminder Report

<b>Inspection date</b>	20 July 2016
Previous inspection date	23 October 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	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's care practices effectively support children's physical and emotional well-being. Children are motivated to learn and sustain their interest in activities.
- Children make good progress from their starting points towards gaining the skills and attitudes needed for school. The childminder demonstrates effective teaching skills. She uses her knowledge of children's preferred learning styles and interests to help maintain their concentration.
- The childminder has robust systems in place to monitor children's progress and identify their next steps in learning. She regularly shares detailed summaries of children's progress with parents. They help to establish children's starting points during their initial attendances. This contributes to continuity of approach.
- The childminder seeks the views of parents to check that she meets their children's needs and to help bring about continuous improvement in the quality of the provision.
- The childminder frequently updates the skills and knowledge gained from her initial childminding course. This contributes towards the good standards of teaching and care for children.

### It is not yet outstanding because:

- The childminder does not make the maximum use of all opportunities to extend children's thinking skills.
- The childminder's reflection on her teaching is not of the exceptional detail that identifies all areas where improvements can be made.

## What the setting needs to do to improve further

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

- enhance teaching strategies that help children to develop their thinking skills
- develop the detail in which teaching is reflected on and bring about further improvements to this.

### 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 the childminder 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 refreshes her safeguarding training regularly. She has successfully addressed all actions and recommendations set at the previous inspection. For example, the childminder has improved her knowledge of matters that must be notified to Ofsted. She also keeps a record of who is the key person for each child cared for on the premises. The childminder has also improved the procedures for carrying out the progress check for children aged between two and three years.

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

The childminder provides many opportunities for children to explore a range of textures and materials. She uses these opportunities effectively to enhance children's knowledge of words, contributing to their developing speaking skills. Children delight in scooping and sprinkling multicoloured rice, using it to fill containers and letting it fall through sieves. The childminder uses the activity to test children's emerging knowledge of colours. She encourages children to take small risks, such as putting their feet in the rice, as a new experience to develop their confidence. The childminder helps children to explore their creativity by providing a range of materials for making collages. Children learn to spread glue and use their manipulative skills to place small objects, such as pasta and pompoms, on the paper. They learn that they can make marks on the paper, for example, as they develop the skills needed prior to learning to write. The childminder has a secure understanding of teaching children to respect the similarities they share with others, as well as any differences. She provides activities to help children learn about the festivals and events celebrated by others not in their immediate family or experience.

### Personal development, behaviour and welfare are good

The childminder implements effective measures to help children settle during their initial attendances at her provision. She sets clear rules and boundaries so that children learn to manage their feelings and behaviour. The childminder encourages children to learn good manners and praises them for this. She uses effective hygiene routines, so that children learn the basis for later managing this independently, promoting their good health. Children demonstrate an enjoyment of nutritious foods, such as fruits, as part of learning about a balanced lifestyle. The childminder provides daily opportunities for outdoor play and exercise, encouraging children to think about how they feel after exercise. Children have many opportunities to challenge their developing strength and coordination, by taking small, reasonable risks in their play. Resources are accessible so that children can make choices about what to play with and develop their independence.

### Outcomes for children are good

Children make good progress in their learning. They learn the basis for self-care skills and a healthy lifestyle. Children are developing good manners. They are confident and secure, communicating their needs effectively. Children learn to concentrate as part of gaining key skills needed for school.

## Setting details

<b>Unique reference number</b>	EY458945
<b>Local authority</b>	Salford
<b>Inspection number</b>	1043418
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	23 October 2013
<b>Telephone number</b>	

The childminder was registered in 2013 and lives in the Worsley area of Salford, Greater Manchester. The childminder operates from 7.30am to 5.30pm on Wednesdays and Thursdays only, all year round excluding family holidays and bank holidays. She works alongside a co-childminder.

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