

Childminder Report

Inspection date

20 July 2016

Previous inspection date

3 December 2012

The quality and standards of the early years provision	This inspection:	Good	2
	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 has addressed the action and recommendations for improvement from the last inspection. Ongoing observations and assessments are used well to plan activities that support children's next steps in learning. This helps children to make good progress from their starting points.
- The childminder thoroughly enjoys interacting with the children. She plays an active part in their play, commenting, questioning and providing new ideas. This helps to support and extend their learning well.
- Partnerships with parents are strong and they are happy about the quality of care and teaching provided. They are kept well informed about their child's progress and encouraged to continue supporting their child's learning in the home.
- Children's behaviour is excellent. They are polite and demonstrate good listening skills at all times. They are aware of the rules in the setting, for example, helping to tidy up once an activity is finished.

It is not yet outstanding because:

- Actions taken to improve the quality of the provision are not evaluated to show what impact they have had on the children.
- Children who prefer to learn outside do not benefit from a wide a range of resources and experiences to help further support and extend their learning.

What the setting needs to do to improve further

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

- evaluate any actions taken to improve the provision and assess the impact these have had on children's learning and development, and consider where adjustments or further improvements may be needed
- enhance resources and experiences available to those children who prefer to learn outside to further support and extend their achievements.

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 and held discussions at appropriate times throughout the inspection.
- The inspector looked at a range of relevant documentation, such as policies and procedures, the childminder's self-evaluation and children's assessment records.
- The inspector spoke to a small sample of parents and took account of their views recorded in the compliments file.

Inspector

Helen Royston

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder shows knowledge of child protection issues. She understands what action to take if she is concerned about the welfare of a child in her care. She is aware of the potential risks of mobile phones and cameras and takes appropriate steps to keep children as safe from harm as possible. The childminder, generally, reflects upon the effectiveness of her setting and gathers parents' and children's views to help identify priorities for improvement. She attends forums with local childminders as well as regular professional development opportunities. These help to improve her knowledge and practice further. For example, she has made her own sensory resources after completing training about meeting the needs of two-year-old children. The childminder works on advice from the local authority teacher to raise the quality of her provision. She shares children's progress reports with school to support their initial visits.

Quality of teaching, learning and assessment is good

The childminder skilfully supports children's learning through play. For example, while making a necklace, she talks about the different shapes and introduces more challenging ones, such as a hexagon. She encourages the children to count, for example, checking how many stars have been threaded onto the lace. The childminder also asks children to spot patterns and match and sort the shapes into groups. This helps to effectively promote their mathematical skills. Information is gathered from parents when children first start at the setting. This is then used to plan activities that are well suited to the children's interests and needs. Parents are invited into the setting each week to discuss their child's progress. They receive regular summaries, photographs and ideas to support children's next steps in learning, for example, sharing and discussing a book about starting school.

Personal development, behaviour and welfare are good

The childminder creates a stimulating and welcoming environment indoors. For example, there is a wide range of craft materials and painting to support the children's current interests. Children show good concentration during activities and use their imagination well. For example, while making banana buns out of play dough, they add sticks as candles and sing Happy Birthday. They are able to make their own choices in play and attempt to do things by themselves, helping to foster their growing independence and confidence. Children spend time in the garden and go to the local park or a soft-play centre. This helps to support their physical well-being. The childminder has developed close relationships with the children and consistently praises and celebrates their achievements. This helps to promote their self-esteem and emotional well-being.

Outcomes for children are good

The childminder monitors children's progress rigorously. This helps to ensure that any gaps in children's learning are identified and planned for. Consequently, children are working comfortably within expectations for their age. They learn about numbers and shapes and practise early writing skills. This helps them to develop key skills for the future and in readiness for school.

Setting details

Unique reference number	EY444797
Local authority	Manchester
Inspection number	1037181
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary 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	3 December 2012
Telephone number	

The childminder was registered in 2012 and lives in New Moston, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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