

Childminder Report

Inspection date

26 July 2016

Previous inspection date

11 January 2013

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 successfully addressed all the required improvements from her previous inspection. Overall, she is proactive in reviewing the quality of her provision. Parents and children are invited to contribute to self-evaluation processes, helping to identify gaps in practice.
- Children demonstrate close attachments to the childminder. They sit closely to her when looking at books. The childminder supports children to turn the pages and identify the different animals and objects in the pictures. This helps to develop children's communication and language skills.
- Partnership with parents is good. The childminder works closely with parents and shares regular information with them about their children's learning and development. She shares ideas with them about how to continue their child's development at home. This helps to provide a continued approach to learning.
- The childminder is a very good role model. She offers children gentle reminders to follow the routines and boundaries well. She supports them to manage their own feelings and behaviour.
- Children's independence skills are well supported. Children make regular choices in their learning and have access to a wide range of resources. They are supported to put on their own shoes and coat ready for outdoor play. Children make good progress and are supported to develop the key skills needed for their future learning.

It is not yet outstanding because:

- The childminder has not focused her continued professional development on improving her teaching to the highest level.
- The childminder does not always make full use of opportunities to fully extend children's thinking skills during play.

What the setting needs to do to improve further

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

- enhance professional development activities that will help strengthen teaching even further
- extend teaching skills that help develop children's thinking skills during play.

Inspection activities

- 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 looked at relevant documentation, including the childminder's self-evaluation and evidence of the suitability of adults in the household.
- The inspector took into account the views of children and parents during the inspection.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is vigilant in her approach and closely supervises children as they play. She supports children to develop an awareness of how to keep themselves safe and involves them in risk assessments. The childminder is aware of the signs and symptoms of abuse and how to report any concerns she may have regarding a child in her care. She has thorough policies and procedures in place and shares these with parents. The childminder uses regular observations and has systems in place to track children's progress. This helps her to identify any gaps in learning and to swiftly put a plan of action in place if needed. Children have plentiful opportunities to learn about other cultures and to learn about similarities and differences in others throughout their play.

Quality of teaching, learning and assessment is good

The childminder provides activities based on children's individual needs and interests. She uses information from her assessments to plan for their next stage in learning. Children are actively engaged in their play. They spend time squeezing play dough in their hands and creating different patterns and shapes using the cutters provided. The childminder supports children to use their counting skills, for example, as they break up the different pieces of play dough. Children count aloud and use mathematical concepts as they play. For example, they describe the pot of play dough as being, full and heavy.

Personal development, behaviour and welfare are good

The childminder has a warm and caring approach. She provides a calm and welcoming environment for children and their families. The childminder has robust settling-in procedures in place. Parents and children are invited into the provision for short introductory visits before they begin. The childminder gathers detailed information from parents about what their child knows and can already do. This helps her to form accurate starting points to children's learning. The childminder ensures that children are fully supported to develop good health and hygiene practices. She uses role play activities to help develop children's awareness of healthy foods and drinks. Children's social skills are enhanced and they form strong friendships with adults and children at local toddler groups. Children's physical skills are well supported. The childminder provides a wide range of apparatus and equipment for children to use to climb, jump and swing.

Outcomes for children are good

All children make good progress in all areas of learning from their starting points. They are working within the typical range of development expected for their age. Children display their own work within the childminder's home and demonstrate pride in their own achievements. They are given regular praise and encouragement as they play. This helps to support children's self-esteem. Children confidently talk to visitors about what they are doing. Children are inquisitive learners who are eager to join in. They are developing the skills required for the next stage in their development and their eventual move on to school.

Setting details

Unique reference number	500557
Local authority	Manchester
Inspection number	1042612
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	11 January 2013
Telephone number	

The childminder was registered in 1993 and lives in Lancashire, Manchester. She operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

