

# Childminder Report

**Inspection date**

2 August 2016

Previous inspection date

26 February 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

- Since the last inspection the childminder has addressed the actions and recommendations raised to improve the quality of care for children.
- Overall, the childminder works closely with other early years professionals and organisations. This ensures the best quality of care is offered to children and their families to support children's ongoing development.
- Children have secure relationships with the childminder. They enjoy her company and receive continuous praise and encouragement. This supports children's growing confidence.
- The childminder observes children well. This allows any gaps in their learning to be identified quickly and action to be taken to support children to make good progress.
- The childminder provides a welcoming environment for children to learn and play in. The home is well resourced and toys are easily accessible to help promote independence.

### It is not yet outstanding because:

- The childminder has not targeted her training and development to ensure changes in legislation and high-quality teaching and practice are the focus.

## What the setting needs to do to improve further

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

- enhance training and development and raise the quality of teaching and practice further.

### 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. She also took into account the views of parents and other professionals through written documents.
- The inspector looked at relevant documentation, such as the childminder's self-evaluation, policies and procedures, children's learning journals and evidence of the suitability of all adults living in the home.
- The inspector had a tour of the premises used for childminding, and spoke to the childminder and children at appropriate times during the inspection.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the local procedures to follow should she be concerned about a child's welfare. She is aware of which services to contact and the records that need to be maintained. The childminder is vigilant and supervises children well. She further supports children's safety by completing regular risk assessments for the home and outings. Overall, self-evaluation has allowed the childminder to reflect on her provision and make plans for future improvements. For example, she discusses learning, progress and ongoing support with other professionals involved with children and their families. This helps to ensure children have the best possible outcomes and the care provided meets their needs.

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

The childminder knows the children well and uses her knowledge to provide activities that interest them. She makes accurate observations of children's learning, which enables her to focus activities and learning opportunities. Children's language skills are developing. The childminder speaks clearly and directly with children to support their learning. Daily events provide opportunities to extend learning, for example, discussions about recycling are developed from the weekly refuse collection. Children enjoy creative activities. They experiment with tools, textures and colours, which helps to support early mathematical skills. They create artwork to take home and share with their families.

### Personal development, behaviour and welfare are good

Children's behaviour is good. They follow rules, guidance and are beginning to understand the consequences of their actions. Children are happy and confident. Their emotional well-being is supported well. They enjoy spending time with the childminder and include her in their play. Children receive daily outdoor experiences and fresh air. They confidently climb, swing and balance on the climbing frame in the childminder's garden. Bikes and scooters provide more opportunities to help enhance their physical development. Children's independence is growing. The childminder allows children to make choices, which helps to support their confidence and self-esteem. Children are learning skills to support their ongoing personal development. They carefully put their Wellington boots on before going outside and learn about care routines, such as using the toilet.

### Outcomes for children are good

Children are making good progress in their learning and engagement from their starting points. They are eager learners who are motivated and keen to acquire new skills. Children are developing a questioning mind, which helps to prepare them for what they need to learn next.

## Setting details

<b>Unique reference number</b>	EY381525
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1050826
<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>	26 February 2015
<b>Telephone number</b>	

The childminder was registered in 2008 and lives in Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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