

# Childminder Report

<b>Inspection date</b>	11 August 2016
Previous inspection date	3 June 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

- The childminder's care practices effectively promote children's well-being. Children are highly motivated to explore and learn in the accessible and richly resourced environment. The childminder demonstrates strong skills when managing children's behaviour and enhancing their self-esteem.
- The childminder demonstrates good and sometimes, outstanding teaching skills. She makes effective use of opportunities to develop children's thinking skills and to stimulate their curiosity to explore further.
- The childminder makes regular and precise assessments of children's learning and uses these to provide levels of challenge that are well matched to enhance their progress. She has a good knowledge of children's interests and how they prefer to learn.
- A wealth of resources and ideas are offered to help parents promote their children's learning at home. Parents and the childminder frequently share information about children's learning and parents contribute to initial assessments of this when they join the setting.
- The childminder effectively disseminates new information and any training to co-childminders, which provides continuity of approach and contributes to children's good progress.

### It is not yet outstanding because:

- The childminder has not identified all of the opportunities that she can use to further enhance children's development of independence.
- Reflection on practice lacks the exceptional precision and focus that contributes to consistently outstanding quality of provision.

## What the setting needs to do to improve further

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

- build further on the existing good opportunities for children to develop independence skills
- enhance the precision and focus with which practice is reflected on and bring about further improvement in the quality of provision.

### 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 or working on the premises.
- The inspector and the childminder discussed how the childminder reflects on her provision 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 the possible forms of abuse of children and how to report any concerns she may have to the correct authorities. She has a good understanding of matters that must be notified to Ofsted and how this contributes to safeguarding children's welfare. The childminder builds on the skills and knowledge gained from her qualifications in childcare, as well training for other relevant roles, to further enhance her practice. She reflects on the needs of children to help her decide on her own training needs. The childminder has a comprehensive understanding of the importance of working with other professionals when children move in and out of settings, or attend more than one provision. This promotes children's continuity of well-being and their good progress.

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

The childminder makes effective use of children's choice of activity to help them explore their creativity using different media and materials. Children paint enthusiastically, gaining the skills needed before learning to write. They watch the childminder intently as she demonstrates how to pour water to make a water wheel move at different speeds, stimulating their thinking. She makes effective use of opportunities to help children recall information and evaluate what they see, to help promote their thinking skills. The childminder makes excellent use of repeating single words and two word phrases to help children in their earliest development of speaking and listening skills. The childminder provides a variety of opportunities for children to learn about the similarities they share with others and to respect any differences. Children enjoy tasting foods they are not familiar with, as well as engaging with creative activities, to learn more about others who are not in their immediate experience. They are gaining a positive awareness of diversity.

### Personal development, behaviour and welfare are good

The childminder makes effective use of routines to help develop children's thinking skills. Children think about which items they have missed out when setting the table for lunch and decide what they need to complete the task. The childminder teaches children that some foods are important in a healthy diet and provides good opportunities for them to learn the factors that contribute to a balanced lifestyle. Children enjoy prolonged periods of outdoor play and all children, including the youngest attending, have very good opportunities to develop their coordination skills and learn how to take small, well-managed risks. Children learn to manage their feelings and behaviour quickly due to the childminder's expert skills gained during relevant training and experience. They quickly learn how to share and take turns with resources. The childminder makes effective use of praise to help children understand the actions and behaviours that are wanted.

### Outcomes for children are good

Children quickly make good and sometimes, very good progress in gaining the skills and attitudes needed for school, including self-care skills. They share resources with others and make good progress in learning to manage their feelings and behaviour. Children learn how nutritious foods and regular exercise help to support a healthy lifestyle.

## Setting details

<b>Unique reference number</b>	EY263359
<b>Local authority</b>	Salford
<b>Inspection number</b>	1051065
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	

The childminder was registered in 2003 and lives in the Swinton area of Salford, Greater Manchester. The childminder operates from 7.30am to 5pm on weekdays all year round, excluding bank holidays and family holidays. She works with two other registered childminders. The childminder has a childcare qualification at level 3.

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