

Childminder Report

Inspection date

21 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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		Not applicable	

Summary of key findings for parents

This provision is good

- The childminder's care practices, overall, promote children's continuing development of self-care skills and knowledge of good hygiene routines. She and her assistant provide good support for children's emotional well-being, contributing to them quickly settling into the provision.
- The childminder sets clear boundaries for children to help them learn to manage their feelings and behaviour. She uses praise effectively to help raise their self-esteem and motivate their further learning.
- The childminder makes good use of what she knows about children's learning in other settings to help complement her teaching. She works effectively with parents to establish what children already know and can do and to build further on this. Parents are regularly updated about their children's progress and well-being.
- The childminder follows children's achievements and interests closely. She uses her knowledge of these to promote their good progress, including their concentration skills. She effectively encourages children to think critically and recall previous learning.
- The childminder reflects on her own professional development needs and those of her assistant. She cascades information from any training that she attends to her assistant to help enhance his skills and knowledge.

It is not yet outstanding because:

- The childminder does not make the best possible use of all opportunities for children to enhance their independence skills and make greater contributions to the organisation of the setting's routines.
- The childminder does not reflect on practice with the meticulous level of detail that promotes an 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:

- extend the opportunities for children to enhance their independence and gain satisfaction from making a greater contribution to the organisation of the setting
- refine the precision 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 documentation related to the provision for children's welfare and learning. She also looked at evidence of the suitability of those living or working on the premises.
- The inspector, the childminder and the assistant 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. The inspector 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 good understanding of how to report any concerns she may have about children's welfare. She effectively coaches her assistant so that he also has a good knowledge of safeguarding. This includes procedures for how he will report any allegations and whistleblowing. The childminder seeks the views of parents and her assistant as part of bringing about continuous improvement in the quality of provision. Overall, she makes clear plans for improvement and acts on these quickly. For example, the childminder reflects on the areas where she wants to enhance her teaching skills for different ages of children. She engages with professional development opportunities to learn how to make effective use of the repeated play interests of children. For example, as they enjoy hiding objects.

Quality of teaching, learning and assessment is good

The childminder establishes the progress that children have made in their learning when they join her setting. She uses this knowledge and their interests to provide activities that help children to settle quickly. She recognises the importance of providing activities and resources to help children enjoy their time before and after school, while promoting their learning. The childminder effectively supports children's learning about letters and sounds. She provides games to help them recall the initial sounds and match these to the correct letters. They also recall words that begin with the sound. Children develop their manipulative skills and they fit the jigsaw pieces of letters and the matching picture together. The childminder asks questions that encourage children to think critically. For example, they consider if a symbol is just a shape or a letter. The childminder provides a range of resources to support children's imaginative play. Children enjoy playing with toy vehicles, sharing these with others and developing their speaking skills. The childminder encourages children to enjoy books, which are readily accessible. These help extend their literacy skills. Children access a range of opportunities to make marks and they use wipe-clean boards and chalks to help with this.

Personal development, behaviour and welfare are good

Children enjoy healthy snacks and drinks. The childminder encourages them to try foods they prefer less and learn to enjoy nutritious foods, such as vegetables. She praises children for trying new tastes to help motivate them. Resources are easily accessible to children and generally promote their opportunities for deciding what to play with and how. The childminder places a clear emphasis on children learning to take turns and share resources. She recognises the importance of children respecting others and using good manners. The childminder provides a variety of opportunities to complement children's learning about other communities that they gain in other settings. She contributes to children gaining a positive awareness of diversity in their local community and the wider world. The childminder teaches children skills for the future, such as how to be safe when crossing the road.

Setting details

Unique reference number	EY485486
Local authority	Manchester
Inspection number	1001589
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 5
Total number of places	12
Number of children on roll	2
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2014 and lives in the Higher Blackley area of Manchester. She operates from 7.30am to 9am and from 3.15pm to 6.30pm Monday to Friday during term time. In school holidays, she operates from 8am to 6pm, excluding bank holidays and family holidays. The childminder has a qualification in childcare at level 2. She sometimes works with an assistant.

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