

# Childminder Report

**Inspection date**

3 October 2016

Previous inspection date

29 February 2016

| <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 has improved how she uses initial information from parents and her own observations of children's learning to make plans which help them to progress. She seeks detailed information from parents prior to children attending, in order to help promote their children's emotional and physical well-being.
- Children enjoy challenging experiences which contribute to their good early progress. The childminder has improved her use of assessment from the outset of children attending. She precisely identifies what they know and can do, in order to build on this.
- The childminder provides regular, detailed information for parents regarding their children's progress and parents contribute observations of their children's learning away from the setting. Good use is made of this to help plan for children's future learning.
- The childminder effectively promotes children's development of independence, in readiness for school. She motivates children by celebrating their efforts and successes, contributing to their growing self-confidence.
- The childminder reflects on her provision and also seeks parents' views to identify where improvements can be made. She has acted swiftly to address weaknesses raised at the previous inspection, showing a good commitment to continuous improvement.

### It is not yet outstanding because:

- The childminder does not provide children with exceptionally rich opportunities for them to learn about other people and communities outside their immediate family or experience.
- Occasionally, the childminder does not make the best possible use of young children's interests and preferences to help enhance their learning.

## What the setting needs to do to improve further

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

- increase the opportunities for children to have rich experiences that help them to learn about other people and communities, both in the wider world and locally
- extend skills and knowledge of how to identify and use children's interests and preferences to enhance their learning.

### 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 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 procedures to report any concerns she may have about children's welfare. She regularly refreshes her knowledge of safeguarding through a variety of means, contributing to her up-to-date understanding of possible risks to children. The childminder is largely effective in identifying her professional development needs, building on the skills and knowledge gained through her qualification in childcare. She acts quickly when she recognises that children may need additional support to help them make greater progress. The childminder works effectively with parents and other professionals as part of helping children to catch up with their peers, including for their development of speaking skills.

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

The childminder organises resources so that they are accessible to children, promoting their development of independence and their opportunities to make choices. She recognises the importance of children making good progress in developing speaking skills, to help underpin their learning in other areas. The childminder describes what children are doing in their play, modelling speech in sentences. She asks children questions that encourage their thinking skills and their use of words learned recently. Children begin to use language correctly about relative sizes of objects, showing their thinking and learning in early mathematics. The childminder provides different sized pine cones, and makes good use of children's exploration of these to help them think about size. Children enjoy looking for conkers in bowls of leaves and join in counting these, developing their knowledge of number names and quantities.

### Personal development, behaviour and welfare are good

The childminder sets clear boundaries to help children learn how to manage their feelings and behaviour, and has high expectations for their progress in this. She recognises the importance of children being able to follow instructions, including rules, as part of readiness for school. The childminder helps children to learn how to take turns and share resources with others. She uses outings to help children gain the confidence to play alongside others, recognising how this contributes to their development of social and communication skills. The childminder encourages children to develop persistence when they attempt activities they find more difficult.

### Outcomes for children are good

Children begin to make good progress towards the skills needed for school from their earliest attendances. They settle rapidly and form secure attachments with the childminder, promoting their emotional well-being. Children quickly gain confidence, enabling them to talk more readily and begin to improve their speaking skills. They learn routines that promote their good hygiene. Children develop self-help skills, for example by helping to prepare their snacks, adding to their developing independence. They learn to use good manners and to share small tasks, such as tidying up. Children begin to gain an understanding of how to manage their safety. They learn to take small well-managed risks while developing their strength and coordination, including when playing outdoors.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY443825  |
| <b>Local authority</b>             | Salford   |
| <b>Inspection number</b>           | 1058510   |
| <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>       | 2 - 8   |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 9   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 29 February 2016  |
| <b>Telephone number</b>            |   |

The childminder was registered in 2012 and lives in the Little Hulton area of Salford, Greater Manchester. She operates from 7.30am to 5.30pm, on Monday to Friday and all year round, excluding bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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