

Childminder Report

Inspection date

12 January 2017

Previous inspection date

10 December 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder is well qualified and experienced. She uses her knowledge effectively to provide a broad range of activities that children enjoy. The quality of teaching is good.
- The childminder makes accurate assessments of individual learning. She plans next steps to enhance children's development, which helps them to make good progress.
- The childminder shares information very effectively with parents and other professionals, which helps to provide continuity in children's learning. She is highly successful in promoting a shared approach to meet individual care needs and supporting children's emotional well-being.
- The childminder has high expectations of all children. She promotes their independence and boosts their self-belief. This helps to give children the confidence to try new things. The childminder and her assistant are positive role models. Children behave well and are encouraged to use good manners.
- The childminder is very enthusiastic about her work. She is eager to continuously improve the quality of her provision. The childminder seeks the views of children, parents and her assistant to help evaluate the service she provides. Parents' comments are very positive with regard to children's learning and the nurturing care that they receive.

It is not yet outstanding because:

- Occasionally, children are not given enough time to respond to questions in order to formulate their thoughts and ideas.
- Supervision procedures for the assistant are in place. However, they do not sufficiently inform a focused and targeted programme of professional development to drive the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- ensure that children are given more time to think and respond to questions in order to express their thoughts and ideas
- strengthen the evaluation of teaching, so that specific areas for improvement can be identified for individuals and improved through highly focused training to enhance professional development.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector spoke with the childminder, her assistant, children and parents at appropriate times throughout the inspection.
- The inspector looked at a selection of documentation, including assessments of children's learning, safeguarding procedures, questionnaires and training records.
- The inspector considered evidence of suitability checks carried out for all adults living or working within the home.
- The inspector took into account the views of parents obtained through discussion during the inspection and from their additional written comments.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant are both aware of the correct procedures to follow to help protect children from potential harm. Effective risk assessments are used to maintain a safe environment. The childminder monitors the work of her assistant and ensures that she attends training, such as paediatric first aid and safeguarding. This helps to support children's welfare. The childminder monitors assessments of children's learning on a termly basis and shares these with parents. She tracks individual children's progress and checks for potential gaps in knowledge, planning activities to close these as quickly as possible. The childminder has addressed both recommendations raised at her last inspection, demonstrating her desire to continuously improve. She has development plans in place that are realistic and meaningful.

Quality of teaching, learning and assessment is good

The childminder plans a range of stimulating activities in her home and in the local community. Children learn about people beyond their own family, which contributes to their awareness of diversity. The childminder and her assistant play alongside children. They promote young children's language development by modelling new vocabulary. The childminder fosters their listening skills and their understanding well. For example, she encourages young children to follow one part and then two part instructions. Children explore their own ideas. For example, they express their creativity as they build and draw, giving meaning to the marks they make. The childminder encourages young children to match and sort objects, fostering their mathematical development. Babies independently explore cause and effect. For example, they tap objects together to create sound. The childminder provides a wealth of opportunities to support children's sensory development.

Personal development, behaviour and welfare are outstanding

Gradual admission procedures support children's emotional security very well. The childminder places the highest priority on fostering children's emotional security and helping them to settle. Children share very warm supportive relationships with the childminder and demonstrate a strong sense of belonging. Parents comment that the childminder is highly skilled at promoting positive behaviour. The childminder fosters children's self-care skills very well and promotes their understanding of healthy living. Children's physical development is very well supported. For example, they learn to take appropriate risks as they climb and balance in the garden and at the local park. Children explore nature walks in the local community. This helps to promote their well-being and their engagement with the natural world.

Outcomes for children are good

All children make good progress in their learning from their initial starting points. The childminder's child-centred approach gives them confidence in their abilities. Children are becoming independent learners and are acquiring skills they require in readiness for school. They are learning to mix with others and take turns, which help to foster their social skills. Children are developing a positive, enthusiastic attitude to their learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY320275 |
| Local authority | Manchester |
| Inspection number | 1059725 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 17 |
| Total number of places | 12 |
| Number of children on roll | 13 |
| Name of registered person | |
| Date of previous inspection | 10 December 2012 |
| Telephone number | |

The childminder was registered in 2006 and lives in the Blackley area of Manchester. She operates from 8am to 6pm, Monday to Friday all year round, except for family holidays. The childminder is available to work bank holidays by negotiation. She holds an appropriate qualification at level 3 and works with an assistant.

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