

Childminder Report

Inspection date

14 February 2017

Previous inspection date

7 December 2015

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | 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 worked on the issues raised at her previous inspection. She now completes a review of learning for children aged between two and three years.
- The childminder has implemented an effective system to monitor and assess children's development. This helps her in identifying what children need to learn next and to inform her planning, in order to support their good progress.
- The childminder is dedicated to offering a high-quality service. She reflects upon her practice effectively. She seeks feedback from parents, children and the local authority and she acts upon the advice given. She attends training regularly to keep her knowledge and her skills up to date.
- The environment is welcoming and stimulating. Children have access to a wide range of age-appropriate toys and resources that they can access independently. This helps to give children freedom to make choices about their own play.
- Children behave well and are happy and confident in their surroundings. They are treated with warmth and kindness and form strong attachments with the childminder. This helps them to feel safe and emotionally secure.

It is not yet outstanding because:

- The childminder does not consistently give children enough time to think about how to respond to questions.
- Strategies to support parents with their children's learning at home are not yet fully effective.

What the setting needs to do to improve further

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

- enhance teaching skills that help children to think through ideas and have more time to respond to questions
- make better use of the strategies that are in place and support parents to complement and extend their children's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Nicola Eyre

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder assesses risks in the environment, as well as during regular outings in the community. She supports children to have a good awareness of keeping themselves safe throughout their daily routines, discussions and activities. She has a good understanding of child protection issues and has recently attended training to update her knowledge. The childminder has a good understanding of how to monitor children's progress. This helps her to identify any gaps in children's learning and development and to inform the planning of purposeful activities. The childminder keeps parents informed of their child's progress through daily discussion and sharing regular progress summaries with them. Overall, partnerships with parents are positive and they are complimentary about the care and teaching she provides.

Quality of teaching, learning and assessment is good

The childminder supports children's progress through incorporating what they need to learn next into their chosen play. She promotes their mathematical understanding well. One of the ways she does this is through role play. Children enjoy serving in a food shop. They count objects that they have bought and pennies that they have spent. They are also involved in playing games that involve counting. For example, they place passengers on a bus, adding more and taking them away. Children enjoy using their bodies to paint. While touching paint and spreading it along their arms, the childminder teaches children descriptive words, such as squidgy and slimy, to extend their vocabulary. Making marks is also well promoted. Children write shopping lists and draw items that are for sale in the shop.

Personal development, behaviour and welfare are good

Children are encouraged to follow good hygiene routines and their independence is well fostered. For example, children make choices about what they would like to eat and serve themselves at lunchtime. Children have regular exercise and enjoy outings to the park, soft-play centres and playgroups. They also go on visits to places further afield, such as the seaside and museums. Children learn about growing vegetables in the garden. They play with real food and vegetables in their shop and learn how to handle them with care. This helps children to learn about different foods and healthy lifestyles. The childminder supports children to learn how to share, wait their turn and use good manners. This helps them to develop skills, attitudes and dispositions they need to be ready for school.

Outcomes for children are good

Children are confident learners. They develop good concentration skills and spend extended time playing with toys of their own choice. Children make good progress in their learning and development and are happy and eager to engage in activities. They learn about each other's differences. For example, they enjoy activities that incorporate many different festivals and events and learn about different transport from around the world. They are happy and settled, forming good relationships with the other children that attend and often working as a team.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY278423 |
| Local authority | Manchester |
| Inspection number | 1058235 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 9 |
| Total number of places | 6 |
| Number of children on roll | 8 |
| Name of registered person | |
| Date of previous inspection | 7 December 2015 |
| Telephone number | |

The childminder was registered in 2003 and lives in Crumpsall, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

