

Childminder Report

Inspection date

28 February 2017

Previous inspection date

6 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	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

- Since her last inspection the childminder has worked hard to improve her knowledge and skills. She has completed a relevant level 3 childcare qualification and has also received support from local authority advisers. This has had a positive impact on children's learning.
- The childminder makes regular observations and assessments of children's learning and plans next steps to support their development. The quality of teaching is good.
- The childminder builds strong partnerships with parents. An effective two-way flow of information provides continuity in children's learning.
- Children share warm, supportive relationships with the childminder and her assistants. Individual care routines are well respected. The childminder uses praise and encouragement to help build children's self-confidence.
- Children make independent choices from the wealth of stimulating resources. The childminder and her assistants play alongside children. They ask questions and model actions to help support individual learning.
- The childminder plans some training to improve the knowledge of her assistants. She seeks their views and those of parents to support evaluation of her provision. Comments from parents are very positive.

It is not yet outstanding because:

- The childminder has not fully explored ways for children to respect and celebrate each other's differences and gain an understanding about the lives of others.
- Although some supervision procedures for the assistants are in place, 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:

- extend children's understanding of similarities and difference in people's lives and beyond their own family experiences
- strengthen systems for supervision and highlight training that enhances 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 assistants, children and two parents at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the childminder.
- The inspector looked at a selection of documentation, including assessments of children's learning, safeguarding procedures, self-evaluation 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 through discussion during the inspection and from their additional written comments.

Inspector

Kate Smith

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder and both assistants have recently attended safeguarding training. They have a secure understanding of potential signs and symptoms of abuse. The childminder knows the correct procedures to follow to help support children's welfare. Risk assessments are used effectively and contribute to maintaining a safe environment for children. The childminder has a good understanding of safer recruiting, which helps to support children's welfare. She observes the work of her assistants and offers training to support their professional development. However, this mainly focusses on improving their knowledge of safeguarding and first aid. The childminder monitors children's progress in their learning and shares this well with parents. She helps them to know whether their children's learning is developmentally appropriate.

Quality of teaching, learning and assessment is good

The childminder provides activities and resources that capture children's curiosity and enthusiasm. For example, they use their imagination and concentrate as they connect interlinking blocks to create their own idea of a train track. Children play cooperatively as they add additional vehicles to their game. The childminder supports their play, promoting counting skills and prompting simple addition and subtraction skills, for example, as she manoeuvres the toy cars. This helps to foster children's mathematical development. Children listen to stories and sing familiar rhymes to help foster their language development. They explore cause and effect and press buttons on electronic toys, which contribute to supporting their technology skills. Children investigate a range of natural resources to promote their sensory development.

Personal development, behaviour and welfare are good

Gradual admission helps to support children's emotional security. Children are happy and settled. The childminder promotes positive behaviour and encourages children to take turns. This helps to support their social development. The childminder fosters children's self-care skills effectively and provides appropriate risk in their play. For example, they use scissors independently during craft activities. Children eat fruit at snack time and benefit from daily outdoor exercise to promote their well-being. They climb and balance on the slide in the garden, which contributes to fostering their physical development. Children walk to the local park and explore the natural world as they feed the ducks.

Outcomes for children are good

All children, including those who speak English as an additional language, are working within the expected levels for their development and are making steady progress. The childminder is helping them learn new experiences and skills that will support them in their future learning. Children are developing their own ideas and gaining confidence in group learning.

Setting details

Unique reference number	EY365941
Local authority	Manchester
Inspection number	1043256
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	18
Number of children on roll	5
Name of registered person	
Date of previous inspection	6 September 2013
Telephone number	

The childminder was registered in 2008 and lives in the Rusholme area of Manchester. She works with two assistants all year round from 7am to 8pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

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