

Childminder Report

Inspection date

9 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The childminder does not ensure that personal information relating to children, such as accidents, incidents and medicines, is dealt with confidentially, in order to protect children's privacy.
- The childminder sometimes misses opportunities to extend children's independence skills.
- The childminder misses opportunities to make better use of the outdoors in order to extend learning for those children who prefer to learn outdoors.

It has the following strengths

- The childminder provides interesting activities and experiences. The indoor environment stimulates and self-motivates children to learn through their play.
- Partnerships with parents are strong and secure. The childminder effectively liaises with them to share continuous learning opportunities and assessments.
- Children's physical and emotional well-being are fostered extremely well. The childminder and her assistants are calm, sensitive and caring. They successfully support children to manage their feelings and behaviour. They acknowledge children's emotions and give them time to settle when separating from their parents.
- The childminder works alongside three assistants. She ensures that they understand all policies and procedures relating to her provision. Children are regularly discussed. This ensures that children's safety, health, care and educational needs are consistently met.
- The childminder is a reflective practitioner. She identifies her strengths and knows where she needs to improve. Parents and children contribute to this process through everyday discussions and the completion of questionnaires.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|---|-----------------|
| ■ ensure that personal information relating to children is handled confidentially to protect their privacy. | 09/04/2017 |

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

- make the best possible use of all opportunities for children to further extend their independence skills
- make better use of the outdoor learning environment to foster the interests of those children who prefer learning outdoors.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- 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.

Inspector

Emma Barrow

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. The childminder has completed training on how to identify signs and symptoms of abuse. She understands the procedures to follow should she have any concerns about a child's welfare. The childminder ensures that her assistants are knowledgeable about safeguarding issues and knows how to respond to any concerns. This helps to ensure that her assistants can fulfil the requirements of their role. Policies and procedures are generally implemented well. However, some information relating to individual children's incidents, accidents and medication is available to other parents. This does not protect their privacy. The childminder monitors children's learning and development closely. She effectively discusses with parents their children's individual needs so she can successfully meet them. She knows who to contact if there are any gaps in children's development so that they can be suitably supported.

Quality of teaching, learning and assessment is good

Children's progress is tracked in detail so that any emerging weaknesses in learning can be identified and addressed with parents. The childminder and her assistants make effective use of children talking about their interests to develop their speaking skills. They ask questions that encourage children to answer in full sentences and use their thinking skills. For example, they make good use of children's interest in pretending to be mum in the dolls' house to revise their understanding of safety in the kitchen. Children talk about how they need to use gloves to remove food from the oven or they will be burned. Children play with the small-world figures, developing their ability to tell simple stories. The childminder and her assistants give children opportunities to explore and investigate different natural resources so that they learn through sensory exploration. They scoop rice up with their hands and enjoy the sensation they get by feeling it slip through their fingers.

Personal development, behaviour and welfare are good

Children are happy and confident in the setting. They show their affection for the childminder and her assistants, all of whom have a genuine bond with all children. They successfully support young children, providing reassurance and comfort at times when they need it most. The childminder and her assistants set clear boundaries to help children learn good manners and manage their behaviour. They praise children for their efforts and successes, developing their self-esteem and confidence. The childminder ensures she provides an inclusive environment. She teaches children to learn and respect each other. The childminder provides snacks and meals that are healthy and nutritionally balanced.

Outcomes for children are good

All children are making good progress in their learning and development. They are successfully gaining the skills required in preparation for school. Children are confident and active learners. They enjoy looking at books and they have numerous opportunities to develop early writing skills. Children show their enjoyment as they learn to count and do simple calculations through activities, such as singing and rhyming. Children successfully develop their social skills as they mix with each other.

Setting details

Unique reference number	EY484101
Local authority	Salford
Inspection number	1002337
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 2
Total number of places	9
Number of children on roll	9
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder was registered in 2014 and lives in Salford, Manchester. She operates all year round from 8.50am to 3.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with three assistants.

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