

# Childminder Report

<b>Inspection date</b>	10 March 2017
Previous inspection date	17 June 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder monitors her provision closely. She keeps herself well informed of changes to requirements and good quality early years practice. She is reflective and makes relevant improvements. This helps her to maintain provision for children of a good quality.
- The well-planned space and resources, both inside and outside, create a highly enabling environment. Children can operate independently and achieve well. They enjoy practising their developing physical skills in the interesting and well-resourced garden.
- The childminder makes regular observations of children's learning and uses these to form accurate assessments. She uses the information about their progress to provide challenging activities that promote further learning.
- Children make good progress. The childminder prioritises her time well and plays alongside children. She shows children how to achieve tasks and introduces new vocabulary to promote their learning as they play.
- Children form very secure attachments. The friendly, nurturing care that the childminder offers supports children's confidence and independence very well.

### It is not yet outstanding because:

- Professional development for the childminder and her assistant is not highly focused on developing expertise or moving towards delivering the very best teaching and learning opportunities for the children.
- Occasionally, the childminder asks children too many questions and does not allow enough time for them to consolidate their ideas and thinking as they play.

## 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 professional development and consider additional ways to raise the quality of teaching to the highest levels
- reflect on the way questions are used to promote children's learning and give children more time to consolidate their thinking as they play.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 their written comments provided by the childminder.

### Inspector

Angela Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has kept herself up-to-date with local procedures and she understands how to report any concerns she may have about children's welfare. She manages risks effectively and keeps information about children safe, including on her social media page for parents. The childminder monitors children's learning closely. This helps her to identify any areas in which they need more support and to make interventions, in discussion with parents. The childminder supervises the work of her assistant well and spends time coaching her. She ensures her assistant attends essential external training, such as first aid. The childminder is continually improving her methods of communication with parents. She is increasingly gaining more information from home and using it to motivate children's learning.

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

The childminder provides children with interesting opportunities to learn. She makes good use of what interests them and skilfully shapes children's play to promote their progress. The childminder encourages the children to think about and compare the sizes of the spoons they are using to scoop their sand, as a way to promote mathematics. She extends their play further by burying items for them to find and dig up. The childminder encourages the children to name the animals they find as a way to encourage their language development and vocabulary. Overall, she encourages children's communication very effectively. The childminder provides meaningful experiences for children which help to consolidate their understanding of the world. For example, children enjoy boiled eggs for lunch, following on from play and discussions about hens and other farm animals.

### Personal development, behaviour and welfare are good

The childminder provides flexible settling-in procedures and gathers information from parents to help her complete an initial assessment of their needs. Children are happy, settled and demonstrate a strong sense of belonging within the welcoming provision. The childminder's warm and caring approach helps them feel safe and operate with high levels of independence. Children behave well and play happily alongside each other. The childminder gives meaningful messages which support their understanding of wanted behaviour, for example, she reminds them about being 'happy helpers' at tidy-up time. The childminder effectively promotes children's awareness about healthy lifestyles. She provides children with lots of physical play opportunities in the fresh air and healthy, home-made foods, and encourages them to clean their teeth after meals.

### Outcomes for children are good

All children make good progress and are confident to play and have a go. Daily routines help children learn how to respond to meet their own needs, such as taking off their own shoes and coats after outside play. Their levels of self-care are very good. Children use the bathroom freely, practise good hygiene and pour a drink from the dispenser when they need one. Their social skills are strong and they play cooperatively. They become confident speakers. All children are becoming confident learners in readiness for their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY391563
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1065358
<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 - 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	17 June 2013
<b>Telephone number</b>	

The childminder was registered in 2009 and lives in Urmston, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder sometimes works with an assistant.

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