

Childminder Report

Inspection date

25 April 2017

Previous inspection date

1 May 2015

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

- Partnerships with parents are good. The childminder keeps parents well informed about their children's welfare and learning. They work well together to support children's learning at home and in the setting.
- Children receive warm and nurturing relationships from the qualified childminder and her assistants. They feel safe and secure in their environment and engage with the childminder to share their interests.
- The childminder has high expectations of herself, her assistants and of children. She uses self-evaluation successfully to assess all areas of her practice and continually improve her provision.
- The childminder plans a variety of activities and experiences based on children's assessment and individual interests. She follows children's lead and extends activities to challenge them appropriately. The quality of teaching is good.
- Children have excellent self-care skills and complete age-appropriate tasks independently.
- The childminder has a good understanding of special educational needs and knows how to support both parents and children in achieving the best outcomes possible.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to extend children's thinking skills to consistently extend their learning to the highest levels.

What the setting needs to do to improve further

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

- encourage children's thinking skills and extend their learning even further.

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 during the inspection.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

The childminder is dedicated to furthering her professional development and refreshing her skills and knowledge. She attends regular cluster meetings and works closely with other childminders to share ideas and suggestions. The childminder encourages assistants to attend regular training as part of their ongoing professional development. This helps her to extend future learning experiences and opportunities for children. The arrangements for safeguarding are effective. The childminder recognises the possible signs of abuse and knows who to contact should she have cause for concern about the welfare of a child. The childminder is qualified, which adds to her good knowledge of child development. She reflects on her practice and identifies where improvements can be made. For example, she has recently introduced an electronic system that parents find more effective for exchanging information about their child's learning.

Quality of teaching, learning and assessment is good

The childminder plans enjoyable activities to help children to master the next steps in their learning. For example, children excitedly hunt for apples in the garden and count how many they have each collected. Children learn about the world around them. After a recent visit to the park, children recognise the apple blossom and paint pictures of trees. The childminder uses a range of effective strategies to promote children's communication and language skills. For example, she uses songs and gestures and repeats new words to extend children's vocabulary. The childminder promotes early mathematics well. For example, children count the currant buns and coins at singing time.

Personal development, behaviour and welfare are outstanding

Children form extremely close bonds and attachments with the childminder and assistants. The childminder is an excellent role model for children. She gives clear and consistent reminders of expectations. Children behave very well and play together cooperatively. Healthy lifestyles are effectively promoted. The childminder encourages children to follow good hygiene practices and provides them with a selection of home-cooked meals and healthy snack options. For example, children talk about healthy food being fuel for their bodies and giving them energy to play. The childminder knows children very well. She sensitively supports parents when specific needs arise to ensure all children's needs are met exceptionally well.

Outcomes for children are good

All children gain the key skills needed for the next stage in their learning. They are inquisitive, show curiosity and are willing to have a go. Children learn to listen attentively and respond well to instructions. Children access a wide range of age-appropriate resources and engage in a selection of interesting learning experiences.

Setting details

Unique reference number	500342
Local authority	Manchester
Inspection number	1091046
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	13
Number of children on roll	11
Name of registered person	
Date of previous inspection	1 May 2015
Telephone number	

The childminder was registered in 2009 and lives in Didsbury, Manchester. She operates all year round, from 8am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. She works with two assistants. The childminder holds an appropriate early years qualification at level 3.

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