

Childminder Report

Inspection date

14 June 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 observes children's play effectively and uses the information she obtains to accurately assess their learning. She plans challenging activities that capture children's interest and help to motivate them to learn. Children make good progress.
- The childminder is particularly skilled at helping children to develop good communication and language skills. She uses a running commentary to describe what children are doing and introduces new words that help to extend their vocabulary. Children are confident communicators.
- Babies and children develop very secure emotional attachments with the childminder and strong relationships with each other. They demonstrate high levels of confidence and self-esteem in readiness for future learning and the eventual move to school.
- Overall, partnerships with parents and other early years providers are effective. Successful arrangements for sharing information about children's care and learning help to provide good consistency and continuity for all children.

It is not yet outstanding because:

- The childminder does not consistently seek detailed information from parents about children's learning and development when they first start at the setting to help her obtain a more in-depth understanding of children's starting points.
- There are occasions when resources are not organised to maximum effect to help babies and younger children to make independent choices about what they want to do.

What the setting needs to do to improve further

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

- extend the information sought from parents when children first start at the setting to establish a more in-depth knowledge of children's starting points that help to further enrich the planning process
- provide a more extensive range of opportunities for babies and younger children to make choices about what they want to do to help to enhance their independence.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked to children and the childminder throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and procedures, children's learning records and evidence of the suitability of the childminder and other adults living on the premises.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder places high priority on helping to ensure children are kept safe. She has a secure understanding of what to do in the event of a child protection concern. Detailed risk assessments of all areas accessed by the children help to ensure that children are well protected. Self-evaluation is an ongoing process. The childminder consistently evaluates the environment, resources and activities, and demonstrates a strong commitment to the continuous improvement of her practice. She is very enthusiastic and consistently seeks out opportunities to improve her knowledge and skills, and keep up to date with new initiatives and legislation. The childminder closely monitors the progress that children make to help her to identify weaker areas and seek external intervention when necessary.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of the learning needs of the children that she cares for. Children have a very enjoyable time as they explore the texture and smell of dough. The childminder extends their communication and language skills as she explains that it smells of mint, almond and lemon. She uses words, such as big, bigger, small and smaller to help children learn about size, and encourages children to count how many balls they have made. Babies laugh and squeal with excitement when they investigate different objects, such as scarves, wooden spoons, metal pans and sponges, and bottles filled with rice, or kiss their reflections in a mirror. These types of experiences help them to learn using their senses and promote their natural sense of curiosity.

Personal development, behaviour and welfare are good

Babies and children are happy and well settled in the setting. The childminder responds to the care needs of children quickly to make sure they remain comfortable and content. Her input has a positive impact on their good health and well-being. The childminder is a good role model and provides children with clear and consistent boundaries that help them to learn the difference between right and wrong. Children develop a good understanding of what is expected of them and the rules that help to keep them safe.

Outcomes for children are good

All children make good progress. This includes children for whom the childminder receives funding, and children whose starting points are below expected levels of development. Children learn to compare sizes and enhance their understanding of mathematical concepts in different ways. Babies move rapidly towards the resources that excite them as they develop their physical skills. Children achieve expected levels of development for their age. They develop a wide range of skills that helps to give them a firm foundation for future learning and the eventual move to school.

Setting details

Unique reference number	EY485000
Local authority	Manchester
Inspection number	1003150
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	11
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in the Moston area of Manchester. The childminding setting operates Monday to Friday, from 7am until 6pm, all year round; except for family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children.

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