

Childminder Report

Inspection date

14 June 2017

Previous inspection date

19 December 2013

| 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 | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The childminder keeps herself up to date with current guidance, which helps her meet requirements. She reflects on the effectiveness of her work and makes changes that improve the provision for children and enable her to maintain good-quality provision.
- The childminder closely monitors children's progress, and particularly the skills they need in readiness for school. She quickly identifies any gaps in learning and matches activities to each child's needs effectively. This supports children's good progress.
- Relationships are strong. The childminder's positive, friendly approach helps children develop high levels of confidence. They are keen to show what they know and can do. The childminder responds to children's ideas. Their motivation and behaviour is good.
- The childminder forms strong partnerships with parents and other professionals that contribute towards children's good progress and well-being. The regular exchange of information about children's learning promotes continuity of approach.

It is not yet outstanding because:

- The range of training and professional development opportunities is not broad enough or highly focused on raising the quality of teaching and learning to an outstanding level.
- The childminder does not consistently provide the very best opportunities to help children learn about keeping themselves healthy. This does not help them to extend their understanding of the healthiest food choices and adopt highly independent personal hygiene practices.

What the setting needs to do to improve further

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

- build on the programme of training and professional development and use it to help raise the quality of teaching and learning to the highest level
- build on the existing good teaching to help further enhance children's understanding of how to maintain their good health.

Inspection activities

- The inspector viewed areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector discussed the quality of teaching and learning with the childminder and assessed her evaluation of the session observed.
- 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 and took account of the views of parents using the childminder's own records.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to report any concerns she may have about children's welfare. She regularly updates her knowledge of safeguarding issues and procedures. She uses the time and skills of her assistant to enhance children's outcomes. She provides appropriate supervision and training for her assistant to help meet the needs of the children and to promote their welfare. The childminder maintains all documents, qualifications and records needed to underpin good provision for children's welfare and learning. Parents demonstrate high levels of satisfaction. They typically comment on how happy children are and how much they benefit from the wide range of activities on offer.

Quality of teaching, learning and assessment is good

The childminder provides interesting play opportunities that promote learning. She shapes activities taking account of what she knows about each child's interests and needs. This helps her promote every child's learning and development. The childminder follows children's lead, encouraging their individual ideas and thinking. During the inspection, children used their imaginations as they played with sand. The childminder's good facilitation and addition of further resources and ideas maximise the opportunity for learning, and sustains their attention and enjoyment for a lengthy period. The childminder places a strong emphasis on promoting children's communication skills. She makes good use of questions, which make children think and offer verbal responses.

Personal development, behaviour and welfare are good

Children show they feel safe, for example, they confidently explore the wide range of toys and activities in the stimulating environment. They enjoy the positive interaction and close relationships with the childminder and her assistant. Children benefit greatly from the childminder's relaxed approach. She uses meaningful ways that help promote good behaviour. For instance, a traffic light system helps children visually understand when their behaviour has been unacceptable or when they are doing well. The childminder makes good use of local groups to help develop children's social skills and extend their experiences. She supports their physical skills well in activity groups, such as for dance.

Outcomes for children are good

All children become confident communicators who are keen to join in play and activities. They enjoy looking at books and show a keen interest in using tools to make marks. They enjoy being creative and using a range of items to design and make a picture. Children think imaginatively and operate with high levels of independence. Younger children follow the lead of and learn from their older and most-able friends. They are developing the skills and attitudes to learning they need in readiness for their eventual move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY440911 |
| Local authority | Salford |
| Inspection number | 1065829 |
| Type of provision | Childminder |
| Day care type | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 8 |
| Total number of places | 12 |
| Number of children on roll | 7 |
| Name of registered person | |
| Date of previous inspection | 19 December 2013 |
| Telephone number | |

The childminder registered in 2012 and lives in Swinton, which is in the borough of Salford. The childminder sometimes works with an assistant. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education places for three-year-old children.

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