

# Childminder Report

## Inspection date

21 June 2017

Previous inspection date

9 October 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 is highly motivated to provide the very best service she can. She makes very good use of training to help her continually develop her own knowledge and provision. She provides good outcomes for children and demonstrates very strong practice in some areas.
- The highly stimulating and enabling environment, particularly outdoors, is used very effectively to provide a rich range of imaginative opportunities for play and exploration.
- The childminder makes very good use of her observations to respond immediately to children's interests. This, along with her secure knowledge of child development, help her provide good opportunities to challenge and promote learning through play.
- The childminder's nurture and affection help children feel very safe and display high levels of confidence. Her high expectations for behaviour, delivered through highly positive interaction, result in exemplary use of manners and very strong relationships.
- Very effective partnership working with parents and other professionals promotes children's learning and enables children to receive any extra support they need.

### It is not yet outstanding because:

- The childminder does not always monitor children's learning sharply and use the information to help plan meticulously to maximise children's progress in all areas.
- The current approach to the supervision and professional development of the assistant is not highly targeted to help consistently promote the very best outcomes for children.

## What the setting needs to do to improve further

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

- sharply monitor children's learning and plan even more precisely to help children achieve consistently high rates of progress across all areas of learning
- enhance the processes for the professional development of the assistant so the highest outcomes for children are consistently promoted.

### 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 activity observed.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living and working 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 highly enthusiastic childminder works closely with her local adviser to help her organise and deliver consistently strong provision for children and to aim even higher. Since the last inspection, the childminder has established impressive opportunities for children to play and learn outdoors and she has high ambitions for developing her service further. Strong links with parents and other professionals have helped children receive swift support to meet their individual needs. Parents offer high praise and recognise the strong contribution the childminder makes to children's care and learning. The childminder has a secure understanding of child protection procedures. This includes wider issues, such as preventing children and their personal information being drawn into and used in unsafe situations. The arrangements for safeguarding are effective.

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

The childminder makes good use of her current qualification and experience to provide good-quality teaching. She has high expectations of what all children can achieve and follows their lead as they play. Based on what she knows they can do, she spontaneously shapes her interactions to differentiate and extend each child's learning further. Effective questioning and modelling help children learn to think creatively and follow through their own ideas. The childminder actively encourages children to see what happens so they learn through direct experience, for example, they choose a pot with holes in to carry water to their dinosaurs. She gives high priority to promoting good communication. The childminder makes very good use of repetition, demonstration and interesting vocabulary to help children understand and to encourage speaking. The enabling environment and her rich involvement in play help children enjoy and achieve well.

### Personal development, behaviour and welfare are good

The childminder forms very strong bonds with the children. Her highly enthusiastic approach means children are well motivated and are keen to involve her in their play and conversations. The childminder is highly positive with the children and continuously promotes their confidence and self-esteem. She praises using words, such as 'magnificent'. Children are self-motivated and celebrate their own achievements as they punch the air shouting, 'I did it!'. The childminder's strong model of care helps children develop kindness and strong friendships with each other. She supports children's good health and places a high emphasis on being and learning outdoors. The childminder promotes healthy eating and personal independence very well.

### Outcomes for children are good

Children make good progress and achieve well. The enabling approach helps children become persistent, independent thinkers, who are well motivated to follow through their own ideas. Very good use of learning in everyday routines helps children develop skills they need for school. For example, they use the name tree to learn to recognise their own name when they arrive or listen to alphabet sound songs as they enjoy their snack.

## Setting details

<b>Unique reference number</b>	EY347284
<b>Local authority</b>	Salford
<b>Inspection number</b>	1064960
<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>	0 - 2
<b>Total number of places</b>	12
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 October 2013
<b>Telephone number</b>	

The childminder registered in 2007 and lives in Swinton, in the borough of Salford. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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