

# Childminder Report

<b>Inspection date</b>	30 June 2017
Previous inspection date	20 January 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 has made very good progress since the last inspection. She has robust procedures in place to ensure children's safety, care and welfare.
- The childminder establishes effective partnership working with parents and other professionals and promptly identifies any gaps in children's learning. This significantly contributes to the good progress that all children are making, including those who have special needs and/or disabilities.
- The childminder uses a range of effective methods to promote children's interest, engagement and fascination. Children have fun and thoroughly enjoy their time with the childminder and their peers.
- The childminder is a very good role model and gives clear and consistent messages to children about expectations. Children behave very well. They play cooperatively and are keen to help carry out small tasks, such as tidying away their toys.

### It is not yet outstanding because:

- The childminder does not use highly focused and rigorous methods to regularly seek the views of parents and use this information to drive ongoing improvements.
- The childminder has not fully implemented and reflected on the impact of the methods recently introduced to accurately assess the progress that children are making.

## What the setting needs to do to improve further

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

- enhance the methods used to seek the views of parents and use this information to continuously set priorities to improve
- reflect and build on the impact of the new systems in place to accurately assess the progress that children are making.

### Inspection activities

- The inspector observed the quality of teaching during activities 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.

### Inspector

Cath Palser

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a robust understanding of child protection. She understands the procedures to follow should she have concerns about a child's welfare. The childminder has a comprehensive programme in place to promote continuous professional development. She uses a range of effective strategies to promote children's communication and language skills. The childminder establishes effective partnership working with parents and other professionals. All children, including those who have special needs and/or disabilities, are confident talkers. Gaps identified in children's learning are closing promptly.

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

The childminder knows children well. She effectively engages parents in their children's learning and shares information about their interests and achievements. The childminder provides a variety of experiences that she knows children will enjoy. She tunes in well to children's communications and uses a range of methods to promote their language skills. The childminder introduces songs and uses corresponding gestures and facial expressions as she models the different sounds the animals make. She changes her tone and pace and captivates children's interest as she talks. Children listen attentively to instructions and are keen to join in. They talk about what they are drawing and experiment with the range of resources that can be used in a variety of ways.

### Personal development, behaviour and welfare are good

The childminder provides a warm and welcoming environment and regularly seeks children's views. Children show a strong sense of belonging and are given plenty of time to make choices and follow their own ideas. They are confident and motivated to play and explore. Children have a strong bond and attachment with the childminder. They settle in well and develop good self-care and independence skills. They develop the skills they need to be ready for school. Children are provided with healthy meals and have lots of opportunities to play with vigour and energy.

### Outcomes for children are good

Children are eager to join in activities and contribute to discussions. They invite the childminder to join in with their play and enjoy celebrating their achievements together. Children are confident to try new things and enjoy taking on a challenge. They are motivated to learn. Children learn how to keep themselves safe and use tools with care. They are developing the skills for future learning and are making good progress, given their individual starting points.

## Setting details

<b>Unique reference number</b>	EY444950
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1083972
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2017
<b>Telephone number</b>	

The childminder registered in 2012 and lives in Withington, Greater Manchester. 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 2. She provides funded early education for two-, three- and four-year-old children. The childminder supports children who have special educational needs and/or disabilities.

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Piccadilly Gate  
Store St  
Manchester  
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