

# Childminder Report

**Inspection date**

9 October 2017

Previous inspection date

1 May 2014

<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 monitors children's development regularly to ensure that all children are making good progress. This helps her to identify what children need to learn next, and to incorporate opportunities to support their development into their chosen play.
- Children are happy and have formed strong emotional attachments with the childminder. They are quickly given cuddles and reassurance when they are upset or tired. This helps them to feel safe and emotionally secure.
- The childminder is a good role model. She demonstrates and reminds children about using good manners, being kind and sharing. She offers high levels of praise and encouragement consistently to children. This helps children to grow in confidence and has a positive impact on their self-esteem.
- Partnerships with parents are strong. The childminder keeps parents regularly informed of their child's progress. She has daily discussions with parents and they attend regular meetings to share their child's learning, and what they need to learn next. Parents share learning and development that has happened at home. This helps to support continuity for children.

### It is not yet outstanding because:

- The childminder sometimes does not consider opportunities that arise, to further promote young children's communication skills.
- The childminder has not established a highly focused programme of professional development to help drive forward future improvements.

## What the setting needs to do to improve further

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

- take every opportunity to strengthen children's good communication skills further
- focus more precisely on developing a targeted programme of professional development, that ensures the high-quality practice is sustained and improved on.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors, 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 took account of the views of parents through written feedback provided.

### Inspector

Nicola Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good knowledge of child protection issues and the procedures to follow if she has concerns about a child's welfare. She has a good understanding of how to keep children safe in her home and when out in the community. She supports children to develop an awareness of keeping themselves safe through their daily routines and play. Overall, the childminder reflects on the activities and the service that she provides for children. Parents give their feedback through appraisal forms. They are complimentary about the childminder and the care and teaching that she provides. The childminder completes assessments for children between the ages of two and three years, to ensure children are working to expectations.

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

The childminder promotes mathematical awareness well. Children are encouraged to count and name colours through their play. The childminder reinforces the concept of size, such as big and small. Children sort and categorise items for recycling, thinking about the different types of materials. They enjoy drawing pictures for their family and working out how to put them in envelopes, in preparation for their walk to the post box. These are some of the ways that the childminder supports children's knowledge of the world around them. Overall, the childminder supports development of children's vocabulary. She verbally labels objects throughout play and repeats what children have said to her to support pronunciation. During settling-in sessions the childminder asks parents for information on care needs, routines and development. This helps her to settle children quickly and effectively.

### Personal development, behaviour and welfare are good

The childminder provides a welcoming, homely environment where children make choices about their own play. Children are supported to learn about healthy lifestyles. They eat well-balanced meals and enjoy growing vegetables in the garden. They have regular exercise in the garden, park and walks in the community. They brush their teeth after mealtimes and think about the importance of keeping their teeth clean. Children have opportunities to play alongside other children of their own age. They attend organised toddler sessions every day. The childminder has high expectations of behaviour. She gives clear explanations of why certain behaviours are not appropriate. This helps to develop children's understanding and supports them to share and resolve conflicts well.

### Outcomes for children are good

Children develop a sense of belonging in the setting. They self-register in the morning, selecting their own photograph to show they are present. They take delight in showing their art work that is displayed, and enjoy engaging in role play. For example, they play in the 'post office' and have a pretend picnic. Children make age-appropriate progress and develop the key skills needed in preparation for the next stages in their learning.

## Setting details

<b>Unique reference number</b>	EY469923
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1087583
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	1 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and lives in Manchester. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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