

# Childminder Report

<b>Inspection date</b>	10 November 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 keeps herself up to date with current guidance. She reflects on her practice and learns from her experiences. She continually seeks new ideas and makes changes that improve the provision for children. This helps her to meet requirements and provide a good quality provision for children.
- Right at the start, the childminder seeks information from parents that she uses to help children settle and to build on their learning so far. She frequently exchanges information with parents. This includes the next steps she has identified for children's continued development and ways they can continue to support this at home.
- Relationships are strong. The childminder's positive, friendly and caring approach helps children form secure attachments and develop high levels of confidence.
- The childminder provides a good range of interesting experiences which promotes children's learning and development. Children are well-motivated to play and explore.
- The childminder promotes children's good health effectively and provides many opportunities which help them learn how to keep themselves healthy and safe.

### It is not yet outstanding because:

- The childminder does not consistently provide children with the time and freedom to remain deeply absorbed in activities and maintain high levels of focus.
- There is scope to make more targeted use of information from assessment to help meticulously plan provision that maximises children's progress in all areas.

## What the setting needs to do to improve further

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

- provide children with increased opportunities to maintain their interest and focus on their activities for a longer period of time
- enhance the use of information from assessment and plan even more precisely to help children achieve consistently high rates of progress across all areas of learning.

### Inspection activities

- The inspector viewed areas of the premises used for childminding.
- The inspector observed the quality of teaching during activities 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 checked 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

Safeguarding is effective. The childminder has a secure knowledge of how to report any concerns she may have about children's welfare. She regularly reflects on situations and updates her knowledge of a range of child protection issues. The childminder maintains all documents, qualifications and records needed to underpin good provision for children's welfare and learning. She accesses regular training opportunities and makes good use of her links with other childminders and professionals to enhance her provision for children. Parents demonstrate high levels of satisfaction. They comment that the childminder treats all children 'like one of her own' and provides a 'home from home' experience.

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

The childminder provides interesting play opportunities which 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. She provides rich opportunities which motivate children to explore. Babies are keen to scoop, fill and empty pots using cereal and a range of tools and equipment. High priority is given to promoting good communication. The childminder makes very good use of repetition and effective questions to help children understand and to encourage speaking. The enabling environment and her rich involvement in play helps children enjoy and achieve well. The childminder works very effectively with parents to support children's progress. For example, she works with them to reduce children's use of comforters. She also encourages them to read with children by regularly taking children to the local library to exchange books.

### Personal development, behaviour and welfare are good

Children show how safe they feel as they confidently explore the interesting toys. They enjoy the positive interaction and close relationships with the childminder. Babies learn what is expected of them as the childminder sensitively explains and successfully uses techniques, such as distraction. The childminder promotes their independence and encourages self-care from an early stage. She makes good use of community facilities to help develop children's social skills and extend their experiences. Their physical skills are well supported in activity centres, they learn to interact with other children in play sessions. Regular visits to the local allotment helps children develop an understanding of the world, including about nature and living things.

### Outcomes for children are good

Children make good progress and are well supported to develop the key skills they need in readiness for school. Consistent routines help children learn how to be independent, such as feeding themselves, tidying away or putting tissues in the bin. Babies actively explore their surroundings and investigate sensory play materials. They become confident to join in the interesting activities and to have a go. They develop a keen interest in books and name favourite characters. Children show an interest in music and song.

## Setting details

<b>Unique reference number</b>	EY490699
<b>Local authority</b>	Salford
<b>Inspection number</b>	1020638
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015. She lives in Swinton, which is in the borough of Salford. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

