

# Childminder Report

**Inspection date**

16 November 2017

Previous inspection date

20 January 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

- Children are confident and independent learners who demonstrate a 'can do' attitude. They are eager to learn and solve problems for themselves. For example, children offer each other ideas on how to decorate their home-made musical instruments.
- The childminder has embraced training opportunities, which has helped her to improve the quality of her practice. Following a recent training session on dental hygiene, the childminder no longer offers biscuits as a snack. This helps children to develop an awareness of healthy eating.
- Children benefit from enriching learning opportunities, such as trips to the art gallery. The children recently took part in national bird week. They used home-made binoculars to identify different birds in their environment. The children then embarked on a trip to the art gallery to see how many birds they could see in the paintings and exhibits.

### It is not yet outstanding because:

- Children have fewer opportunities to develop an awareness of shape, space and measure compared to numbers, which slows their progress in mathematics.
- Although the childminder works incredibly hard to help children become ready for school, she has not forged strong links with some of the primary schools that children move on to. As a result, some children do not benefit from seamless transitions.

## What the setting needs to do to improve further

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

- widen opportunities for children to learn about shape, space and measure to further enhance their progress in mathematics
- strengthen links with local schools to support children's transitions into school.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector looked at children's assessment records.
- The inspector observed all areas of the premises used by children, including the garden.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector took account of two letters from parents.
- The inspector discussed the childminder's self-evaluation.

### Inspector

Patricia Graham

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of how to keep children safe. She has effective risk assessments, which ensure children's safety both indoors and outside. For example, as children venture to the mill pond, the childminder supervises them at all times. The childminder keeps her child protection knowledge up to date through relevant training. As a result, she is aware of recent changes to the Local Safeguarding Children Board procedures. The childminder works well in partnership with parents who are hugely supportive of the care she provides. The childminder seeks information from parents about their children's starting points. She also keeps parents up to date on all aspects of their children's care, learning and development.

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

The childminder continually reflects on the quality of teaching and learning. She has successfully identified some aspects of children's learning that could be improved. For example, the childminder noticed that children had limited opportunities to explore media and materials. As a result, she took prompt action to address this minor weakness. She now inspires children to create different sounds, such as banging, shaking and tapping, through every day activities. The childminder also encourages children to make their own musical instruments, which further enhances their creativity. The childminder carries out a progress check for all children aged between two and three years. The timing of check is agreed with parents and is completed so it can be used to inform the health visitor's check.

### Personal development, behaviour and welfare are good

Children benefit from a suitable selection of wholesome meals and snacks, which helps them to develop an awareness of a healthy diet. Children also benefit from regular outings in the community. Most notable is the gardening club that children thoroughly enjoy. Children grow tomatoes and plant bulbs, which enables them to observe changes in their environment. The childminder intuitively uses these experiences to help children understand about the different types of flowers, which also extends their vocabulary. Children eagerly talk about planting nasturtiums, collecting wild flowers and that poppies help them to remember people who have died.

### Outcomes for children are good

Children make good progress. There are no discernible differences between boys and girls. However, the progress children make in relation to shape, space and measure is not as rapid as other aspects of their development. Children play cooperatively and respect each other. For example, as children practise writing their names, they give each other lots of encouragement and an abundance of praise, which boosts their self-esteem. The childminder ensures that children have the skills they need when they move on to school. She has built strong partnerships with the local school that most children attend. However, the childminder has not yet forged links with other schools that children move on to. As a result, children do not benefit from the same transition experiences.

## Setting details

<b>Unique reference number</b>	EY285837
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1117812
<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 - 17
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	

The childminder was registered in 2004. She lives in the Didsbury area of Manchester and occasionally works with two assistants. The childminder operates Monday to Friday, from 8am to 6pm all year round, with the exception of family holidays. The family has three cats.

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

