

Childminder Report

Inspection date

6 December 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Children are happy and enjoy the childminder's company. She has good relationships with them, which supports their emotional well-being.
- The childminder provides close support to children as they play and helps them to make good progress. She encourages their confidence and motivation to learn.
- The childminder monitors children's progress carefully and plans interesting activities to meet their learning needs. As a result, all children are making good progress from the time they start at the setting.
- Parents make positive comments about the quality of care and learning their children receive. They particularly praise the childminder's caring and adaptable approach.
- The childminder helps children to learn about the wider community through regular outings and discussions about various cultural celebrations.

It is not yet outstanding because:

- Occasionally, the childminder does not give children enough time to explore their interests and ideas fully.
- The childminder does not use self-evaluation to set precise targets for improvement and focus on raising the quality of teaching even further.

What the setting needs to do to improve further

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

- give children more time to fully explore their ideas and interests, to build on their learning even further
- strengthen the systems for self-evaluation to set precise targets and raise the quality of teaching even higher.

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, such as policies, procedures 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

Farzana Iqbal

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 from harm. She knows the correct procedures to follow if she has concerns about a child's welfare. She completes daily checks in the environment to ensure children's safety and security. The childminder has built good relationships with parents. She shares regular information with them about their child's progress and well-being. Furthermore, she shares ideas to help support children's learning at home. Generally, the childminder reflects on the service she provides and values feedback from parents and children. She shows a strong commitment towards increasing her knowledge and skills through ongoing training and professional development.

Quality of teaching, learning and assessment is good

The childminder makes regular assessments of each child's progress. She uses this information well to identify and address any gaps in their learning. The childminder places good focus on helping children's speaking and listening skills to support their progress. She enthusiastically models language for children continuously. For example, children look forward to singing nursery rhymes and listening to stories. She encourages children to make choices in their play to help sustain their attention. For example, she follows their interest in farmyard animals. Children thoroughly enjoy their time in the care of the childminder and are confident learners. For example, they use their creativity to make snowmen using different coloured play dough.

Personal development, behaviour and welfare are good

The childminder has a caring and friendly approach towards children. She encourages their independence through various opportunities. Children eagerly help to tidy away toys; they follow instructions and show autonomy at mealtimes. The childminder regularly praises and encourages children to share and show kindness to their friends. Children behave well and learn to respect others. The childminder meets children's needs well. She gathers detailed information from parents when children start at the setting and on a daily basis. Children's physical skills are developing well. For example, they enjoy moving their bodies in different ways and dancing to music. They regularly benefit from fresh air and exercise.

Outcomes for children are good

Children make good progress during their time at the setting. They benefit from close support and encouragement to persevere in their learning. They show good motivation and engagement in their learning. Children concentrate well during various activities and are keen to join in with planned activities. They learn to count and use number during various activities. For example, they compare the size and quantities of different items. Children are confident to try new activities and gain important skills for the next stage in their learning.

Setting details

Unique reference number	EY491188
Local authority	Manchester
Inspection number	1022816
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 5
Total number of places	6
Number of children on roll	12
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Whalley Range, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

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