

# Childminder Report

**Inspection date**

7 December 2017

Previous inspection date

14 October 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

- Gradual admission procedures are flexible and meet children's needs. The childminder respects their individual home routines. This helps children to settle quickly.
- The childminder gathers information from parents about what children enjoy and what they are able to do. This helps to provide a shared approach to supporting their individual development.
- The childminder shares good supportive relationships with children. This helps to foster their emotional security and builds their self-confidence. Babies cuddle into her arms, showing that they feel safe. They are happy and demonstrate a sense of belonging.
- Children make some choices about their play. They access low-level resources which contributes to promoting their independence. The childminder uses outings into the local community to help to support children's learning.
- The childminder makes regular observations and assessments of children's learning. She plans appropriate next steps to enhance their development.
- The childminder has attended mandatory training which contributes to supporting children's welfare. She holds a current paediatric first-aid qualification.

### It is not yet outstanding because:

- Opportunities to extend the sensory development of babies are not maximised.
- The childminder does not clearly identify ways to improve her good teaching skills and her knowledge to the highest levels.

## What the setting needs to do to improve further

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

- extend the range of sensory opportunities for babies to explore and investigate to widen their experiences
- develop a sharply focused programme of ongoing professional development to help to raise knowledge and teaching skills to the highest possible level.

### Inspection activities

- The inspector went on a tour of the premises used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder and children throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, parents' written comments and training records.
- The inspector considered evidence of suitability checks carried out for all adults living in the home.

### Inspector

Kate Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of signs and symptoms of potential abuse. She knows the correct procedures to follow to support children's welfare. The childminder uses effective risk assessment to reduce potential hazards for children. This helps to promote a safe environment. The childminder monitors children's progress in their learning and plans activities to close potential gaps quickly. She shares information well with parents. The childminder uses key words in children's home languages to help to promote continuity and to support their understanding. Comments from parents are very positive regarding the quality of the provision.

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

The childminder plans activities that she knows children enjoy. This helps to promote their engagement and motivation in learning. The childminder provides a commentary of what is happening and introduces new vocabulary. For example, she names animals in the toy farm and models the sounds that they make. This contributes to supporting the language development of young children. The childminder reads stories and sings familiar rhymes, capturing young children's interest with puppets. This helps to promote their literacy skills. The childminder models actions for children to copy and encourages them to have a go. For example, she offers praise to support young children's confidence as they try to stack interlocking blocks.

### Personal development, behaviour and welfare are good

The childminder models using good manners and is a positive role model for young children. She promotes their independence appropriately, taking into account their stage of development. For example, the childminder encourages babies to use a spoon to help to feed themselves. The childminder promotes positive behaviour effectively. She uses a range of approaches to help to promote young children's physical development. For example, she encourages them to climb on soft-play equipment, which fosters their coordination and enables them to take appropriate risk in their play. The childminder responds sensitively to young children's non-verbal gestures. For example, she recognises when they are tired and settles them to sleep, promoting their well-being.

### Outcomes for children are good

The childminder helps children to make good progress in their learning. Young children are active learners and enjoy a wide range of activities. The childminder promotes young children's thinking and their resilience. She promotes their sense of identity and their self-esteem. Babies explore cause and effect, creating sounds by banging musical instruments. They make marks as they paint on paper and dig in sand. Children are developing skills that will help them in the next stage of their learning.

## Setting details

<b>Unique reference number</b>	307244
<b>Local authority</b>	Salford
<b>Inspection number</b>	1103525
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	14 October 2014
<b>Telephone number</b>	

The childminder registered in 2000 and lives in the Clifton area of Salford. She operates from 8am to 5.30pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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