

# Childminder Report

**Inspection date**

11 December 2017

Previous inspection date

3 September 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 is kind and caring and children have built strong relationships with her. She acts as a very positive role model and teaches children to understand each other's feelings from an early age. Children are considerate of each other; they share and take turns and their behaviour is excellent in relation to their age.
- The childminder's systems for observation and assessment are good. Parents contribute from the start and help the childminder to establish what children already know and can do. Parents are very well informed about children's progress and continue to share information from home on an ongoing basis. Children make good progress in all areas.
- The childminder demonstrates good teaching skills. She is highly skilled at allowing children to take the lead in play and activities. The childminder sensitively interacts and extends children's learning. For example, she places strong emphasis on extending their communication and language skills and they are competent communicators.
- The childminder reflects on her practice and plans for regular improvements. Since her last inspection she has improved the way that resources are arranged and this has had a positive impact on children's independence, decision making and choices. Children choose freely from a range of high-quality toys and resources.

### It is not yet outstanding because:

- Occasionally, during activities the childminder does not make the best use of opportunities for children to make comparisons between quantity and size.
- Although the childminder attends mandatory training, her professional development plans are not yet fully focused on helping her to raise the quality of teaching further.

## What the setting needs to do to improve further

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

- extend opportunities to help children develop their awareness of quantity and size
- focus plans for professional development that help raise the quality of teaching practice to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities and free play indoors and outside. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated it with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents, including a sample of policies and procedures, and checked evidence of the suitability of the childminder.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The vigilant childminder ensures that her home is checked each day and that there are no risks to children. She identifies any potential indicators of abuse and knows the correct procedures for reporting concerns. The childminder monitors children's learning with detail. She uses the information from assessments to identify what children need to learn next, and completes individual learning plans for each child. The childminder is organised and regularly updates her policies and procedures. This helps to contribute to the smooth running of her service.

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

Children are excited about making a mixture using cornflour and water. The childminder facilitates the activity well by making suggestions and adding resources and materials at appropriate times. She encourages children to count as they scoop the mixture from bowl to bowl and find hidden buttons. The childminder uses a range of mathematical language, such as big and little, and children copy the language they hear. The childminder asks a range of questions and encourages children to use descriptive language. Children tell her that their mixture feels slimy and cold. They enjoy mixing colours to discover what they can make. The childminder challenges children to think about what other colours they can make out of the colours available. This helps to extend their thinking skills and helps to develop their creativity. Children use magnifying glasses and pretend to search for bugs. The childminder encourages them to talk about their imaginary bugs. This helps to develop their imagination and extend their language.

### Personal development, behaviour and welfare are good

The childminder gathers and shares detailed information daily with parents. This helps her to adapt children's care routines and support their emotional and physical well-being. Children are provided with a healthy and varied diet. They try a range of foods, such as fruits and vegetables, which they serve onto their plates independently. Children are motivated to try things for themselves. For example, they persevere when taking their shoes off after outdoor play and the childminder only intervenes when children are becoming frustrated. The childminder provides a stimulating environment for children inside and outdoors. Her garden offers a wealth of challenging opportunities, such as a small tree with nets for supervised climbing.

### Outcomes for children are good

Children display excellent concentration and participate in activities for extended periods of time in relation to their age. They are confident to try new experiences. Their speaking skills are particularly well developed. Two-year-old children speak using complex sentences and they can express their thoughts and recall past events. They can count up to six objects, saying one number for each item. Children make good progress in all areas of development and are well prepared for their next stage in learning and their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY301633
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1104314
<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>	2 - 3
<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>	3 September 2014
<b>Telephone number</b>	

The childminder registered in 2005 and lives in Manchester. She operates from 8am until 5pm, Monday to Wednesday, all year round, except family holidays and bank holidays.

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

