

# Childminder Report

**Inspection date**

18 December 2017

Previous inspection date

14 December 2012

| <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                   |                         | Outstanding | 1        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

**This provision is good**

- Children are extremely happy and secure in the childminders care, they are very confident in the environment and enjoy their time there. Children have very secure attachments with the childminder who knows them well.
- The childminder works alongside a co-minder and an assistant. They work well together and support each other to ensure the most positive outcomes for children are reached. Regular monitoring of the assistant supports good-quality teaching and identifies development opportunities.
- Children behave extremely well, they understand the importance of using their manners and are very considerate of each other. They understand the impact of their actions on others and show a natural respect for their environment and living things.
- Self-evaluation has helped the childminder to look at ways to improve practice to develop children's continued learning. Parents share their thoughts and views to help the childminder make continued developments.
- The childminder observes children and assesses their development well. He plans for what children need to do next, taking in to account their ages, stages of development and interests.

**It is not yet outstanding because:**

- The childminder has not considered alternative ways to encourage parents to be more involved in their children's learning and development.

## What the setting needs to do to improve further

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

- develop and implement alternative ways to encourage parents to be more involved in their children's learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out an evaluation with the childminder following an activity led by the assistant.
- The inspector spoke to the childminder, assistant and children at appropriate times during the inspection and toured the areas of the home used for childminding.
- The inspector looked at a sample of documentation including children's records and evidence of the suitability of all adults living and working in the household.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands his responsibilities to keep children safe from harm and knows what to do should he have concerns about a child's welfare. He has kept up to date with child protection issues and has a broad understanding of more complex issues that may affect children in his care. The childminder ensures his assistant also refreshes her knowledge and she understands the importance of noting any concerns and reporting them. Regular risk assessments of the home and outings also help to keep children safe. They identify risks and ways to minimise potential hazards. The childminder and assistant monitor and review their practice to support their continued development to make targeted improvements to personal development, teaching and environment. For example, they reviewed the outdoor space and transformed it into an exciting place for children to explore and play.

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

The childminder interacts well with children and uses his knowledge of their interests to support interaction and engagement. For example, he speaks about superheroes with children to encourage involvement in games and activities. The childminder gives children ample opportunities to make their own decisions about their play, and they are able to choose resources from the wide range available. The childminder skilfully encourages early mathematics through all activities. He talks about colours, numbers, shapes and textures at every opportunity. For example, during creative play the childminder asks children if they can describe what the various materials on offer feel like. Children communicate well with the childminder both verbally and non-verbally. Children are making good progress in their learning. The childminder quickly identifies and closes any gaps in development, for example, through looking at ways to further support children.

### Personal development, behaviour and welfare are outstanding

Children thrive in the childminder's care. He establishes routines with children, which help to enhance their understanding of healthy lifestyles. Children have an excellent understanding of how to keep themselves safe and assess their own risks when playing games. The childminder uses his skills and knowledge of children to allow them to explore and investigate and build essential skills for the future. For example, children have a keen interest in nature and enjoy observing the wildlife that visit the garden. They animatedly talk about what the animals eat and how they can help them in the winter. Children access an extremely well-resourced outdoor area and careful consideration is given to any outings. Parents are extremely complimentary about the service.

### Outcomes for children are good

Children are well prepared for the next stage in their learning and eventual move on to school. This is supported by close relationships the childminder has with the local school and teachers. Children are eager to learn and participate in activities, they are inquisitive and enjoy exploring their play. Children maintain focus on activities and show good levels of concentration and listening skills.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY227510  |
| <b>Local authority</b>             | Manchester  |
| <b>Inspection number</b>           | 1059629   |
| <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 - 2   |
| <b>Total number of places</b>      | 12  |
| <b>Number of children on roll</b>  | 4   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 14 December 2012  |
| <b>Telephone number</b>            |   |

The childminder registered in 2002 and lives in East Didsbury, Manchester. He holds an appropriate Level 2 qualification in Early Years. The childminder works alongside a co-minder and an assistant. He operates all year round, Monday to Friday, from 7.30am to 5.45pm, except bank holidays and family holidays.

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