

# Childminder Report

**Inspection date**

19 December 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 make good progress in their learning. The childminder and her assistants use observations and assessments effectively to monitor children's development. This helps to support children in achieving what they need to learn next.
- The childminder and her assistants help children to develop their independence and self-care skills well. For example, children find their own coat peg and hang up their coats. They learn to serve themselves snack and pour their own milk.
- Children's behaviour is very good. The childminder helps children to be proud of what they achieve. For example, she praises them as they build towers with magnetic blocks. This helps to raise children's self-esteem.
- The childminder places a strong emphasis on developing children's communication and language skills. She models language well as she reads them stories in other languages, as well as English.
- Children access the outdoors every day and go on regular outings. This helps them to understand the importance of leading a healthy lifestyle.
- Parents are positive about the childminder. They state that their children make good progress and enjoy their time with the childminder.

### It is not yet outstanding because:

- The childminder does not make the most of all opportunities to extend children's thinking skills, to extend their learning to the highest levels.
- Although the childminder shares information about children's progress, she does not support parents enough to extend children's learning at home.

## What the setting needs to do to improve further

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

- encourage children's thinking skills and extend their learning even further
- help parents more to extend their children's learning at home, to help children make even greater progress.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning, indoors and outdoors.
- 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 and evidence of the suitability of persons living and working in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the authorities she must inform should she be concerned about a child's welfare. The childminder works alongside two assistants and they work well together, sharing the same high expectations for the children in their care. The childminder follows robust recruitment procedures to ensure the safety of the children. She regularly evaluates hers and her assistants' practice to ensure they meet children's individual needs at all times. For example, during supervisory and team meetings, they discuss children's development and compare progress from previous observations and assessments. The childminder and her assistants have completed a range of training opportunities, which have had a direct impact on children's learning. For example, recent training on communication and language development has supported those children who speak English as an additional language well.

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

The childminder and her assistants know the children well. They thoughtfully provide activities and toys that reflect children's current interests. For example, if children get upset when they first arrive, the childminder and her assistants use favourite toys and resources to settle them quickly. Children listen and follow instructions well. They enjoy circle-time activities. They learn about Hanukah, and delight as they light the Menorah and count the candles. The childminder promotes children's literacy skills well. For example, she uses dual language books in Yiddish and English, and the children confidently join in with the familiar actions and repeated phrases. Children enjoy listening to stories and point at the pictures in books.

### Personal development, behaviour and welfare are good

The childminder actively encourages children's independence. Children take on responsibilities and put resources away after they have finished with them. They tidy away their plates and stack the chairs together after snack time. Children have plenty of opportunities to be physically active, both indoors and outdoors. For example, they dance and spin around pretending to be dreidels for Hanukah during circle time and they play outdoors pushing prams and cars. The childminder and her assistants place a strong focus on the children understanding their community by celebrating seasonal festivals. This helps children to learn about each other's family cultures.

### Outcomes for children are good

All children make good progress in their learning and development from their starting points. They attain the skills and knowledge they need in readiness for their eventual move on to school. Children are confident and motivated learners. They concentrate well as they enthusiastically play musical instruments and sing familiar songs. Younger children show an interest in interactive toys and enjoy pressing buttons and operating mechanisms to make things work.

## Setting details

<b>Unique reference number</b>	EY490577
<b>Local authority</b>	Salford
<b>Inspection number</b>	1018252
<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 - 4
<b>Total number of places</b>	9
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Salford. The childminder holds an appropriate early years qualification at level 3 and works with two assistants. She operates all year round from 8.45am to 1.30pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate  
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Manchester  
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