

Childminder Report

Inspection date

4 January 2018

Previous inspection date

29 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 has worked hard to address the weaknesses in practice identified at her last inspection. She works closely with other professionals, such as local authority quality advisors to develop her service.
- The childminder recognises the benefits of completing regular self-evaluation procedures. She considers the views of parents and children when reflecting on her practice. Clear priorities to improve are identified to drive development.
- Children, including those who speak English as an additional language, develop good communication and language skills. The childminder engages in age-appropriate teaching techniques to extend their vocabulary. Children make good, all round progress.
- The childminder is warm and nurturing. She provides children with reassurance, encouragement and praise as they play. Children are emotionally secure, confident and comfortable in the childminder's company.

It is not yet outstanding because:

- The childminder does not gather detailed information from parents about children's skills and achievements when they first start to attend, to promote targeted teaching right from the beginning.
- The childminder has not yet fully embedded the new observation and assessment procedures, to help children make the best possible progress.

What the setting needs to do to improve further

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

- extend partnerships with parents and support them more effectively to share what they know about children's abilities, when they first start attending
- strengthen observation and planning procedures even further, to support children to make even better progress.

Inspection activities

- The inspector observed the quality of teaching during activities 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 and evidence of the suitability of persons living 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

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder has recently attended refresher child protection training to ensure her knowledge, relating to safeguarding is up to date. Clear procedures are in place to record and report any child protection concerns. This helps to promote children's welfare. The childminder implements robust risk assessment procedures. Measures are in place to identify and minimise potential risks to children. Children learn how to keep themselves safe. For example, they regularly practise fire evacuation procedures and learn what actions to take in the event of an emergency. The childminder carefully monitors children's progress. Tracking procedures help her to quickly identify gaps in their development.

Quality of teaching, learning and assessment is good

Improvements made to the assessment systems since the last inspection have had a positive impact on outcomes for children. The childminder plans a range of interesting, challenging and age-appropriate activities, to help children enjoy their play and learning. Children persevere and remain focused for extended periods of time. For example, they repeatedly attempt to twist and press intricate buttons on interactive toys. They eventually succeed and develop their concentration and physical coordination. The childminder is a good role model. She provides children with clear verbal instructions to help them understand how to complete activities and follow simple instructions. The childminder extends children's learning during play. Children develop their early mathematical skills. For example, they are encouraged to count crayons during craft activities.

Personal development, behaviour and welfare are good

Children enjoy regular trips and outings. For instance, visits to local toddler groups extend children's experiences and build social confidence. Children receive a wide range of nutritious, home-cooked meals. This promotes their good physical health. Children learn to use cutlery and feed themselves at mealtimes. This helps them to develop their self-help skills, independence and confidence. The children enjoy close relationships with the childminder. She provides regular, reassuring cuddles and friendly interactions. Children are emotionally secure and happy in the childminder's care.

Outcomes for children are good

All children, including those who speak English as an additional language, make good progress from their starting points. Children are active learners and enjoy testing and trying out their ideas. They are inquisitive and demonstrate a positive attitude to their play and learning. Children learn to hold crayons correctly and make purposeful marks. This supports their early writing skills. Children develop the necessary skills for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY401260
Local authority	Manchester
Inspection number	1111391
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 1
Total number of places	6
Number of children on roll	1
Name of registered person	
Date of previous inspection	29 June 2015
Telephone number	

The childminder registered in 2009 and lives in Rusholme, Manchester. She operates term time only from 7am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

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