

Childminder Report

Inspection date

18 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding Not applicable	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The childminder offers the highest-quality provision for children who have special educational needs and/or disabilities, particularly children with autistic spectrum disorders and communication difficulties. She has a significant impact on the development of the key skills children need to support their future learning.
- The childminder is highly ambitious. She reflects on her service and astutely targets qualifications and training to ensure the best possible practice to meet children's needs.
- The quality of teaching is outstanding. Children are continually assessed to plan next steps to challenge each individual to make the best progress they can. They make outstanding progress from exceptionally low starting points, especially in the areas of personal and social development and communication and language development.
- Children enjoy their sessions with the childminder and engage in the activities with high levels of interest. Children quickly settle into the highly positive, nurturing environment.
- Links with parents are exceptionally strong. Parents are fully involved in their child's care and learning and feel that they are extremely well supported by the childminder. Parents are exceptionally positive, with many expressing the view that the support offered by the childminder has been the best their children have received so far.
- Partnerships with other professionals are very strong and help to ensure consistent and highly effective planning for children's continued education and health needs.

What the setting needs to do to improve further

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

- continue to implement the improvements planned to help even more precisely measure each child's unique progress.

Inspection activities

- The inspector viewed the areas of the premises used for childminding.
- The inspector observed the quality of teaching during a session and assessed the impact this has on children's learning.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector held discussions with the childminder. She looked at relevant documentation and checked evidence of the suitability of persons living in the household.
- The inspector spoke to a parent during the inspection. She took account of the views of other parents using the childminder's own feedback questionnaires.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. The childminder works on a one-to-one basis with each child. Her highly vigilant approach helps keep children safe. She has a secure understanding of the procedures to follow in the event of concerns about a child's welfare. She maintains highly comprehensive records which help underpin her excellent provision for children's welfare and their learning. She is now considering how to measure children's progress even more precisely. The childminder works impressively with other professionals. She readily shares information and uses her links extremely well to prioritise the needs of each child. The childminder also provides significant support to parents where necessary. For example, she helps them to develop ways to manage their children's behaviour at home, including advising about bedtime routines and using pictures to communicate.

Quality of teaching, learning and assessment is outstanding

The childminder assesses children thoroughly when they are admitted. She has high expectations for the children. She builds their learning in very small, highly targeted steps which are extremely well matched to their individual learning needs and interests. The development of children's communication is at the core of all that the childminder does. She uses a wide range of strategies, including sign and picture symbols alongside spoken words. These strategies help children express their needs and thinking. The childminder uses her excellent understanding of how children learn and patterns of play to shape their learning. She is highly skilled at planning varied activities and moving sessions at a fast pace to maintain children's interest. Similarly, she gives children enough time to absorb new ideas. Children understand the clear use of the word 'finish', as they move from one activity to another. Children make substantial progress.

Personal development, behaviour and welfare are outstanding

Children make huge strides in their personal and social development. The childminder helps children manage their anxieties and behaviours. For example, she encourages children who find it difficult to separate from their carer to bring a familiar object each session which helps them feel safe. The childminder recognises that children need to feel safe to learn. She talks calmly to the children and builds highly consistent, predictable routines so children know what to expect and what comes next. They thrive in the childminder's care and become confident to initiate her involvement in their play, which is often a huge stride in their development. Meticulous information sharing helps the childminder establish a thorough knowledge of children's health needs.

Outcomes for children are outstanding

The barriers to their learning which autism and other learning difficulties present mean that children all have very low starting points. However, they settle quickly and begin to make rapid progress in an environment which is specifically tailored to their individual needs. Children make such good progress that from their very limited communication skills at the start, some children begin to use pictures to build short sentences. They enjoy familiar songs and are very well motivated to join in.

Setting details

Unique reference number	EY493035
Local authority	Salford
Inspection number	1031542
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 6
Total number of places	6
Number of children on roll	7
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in the Salford area of Manchester. The childminder provides individual sessions for children who have special educational needs and/or disabilities. She operates between 8am until 7pm, Saturday to Thursday, all year round.

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