

Childminder Report

Inspection date

19 January 2018

Previous inspection date

11 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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 a good role model. She demonstrates positive language and behaviour and she inspires the children. She interacts well with the children at play and has high expectations for all of them to achieve.
- Children benefit from a wide range of good-quality toys and resources. The childminder uses these well to enhance learning experiences for children. She also takes children on educational outings, such as to the library, farms and parks.
- The childminder's effective communication with parents helps to support children's learning at home. Parents' feedback is very positive and their views influence the service provided in the setting. Partnerships with parents are very strong.
- Children are well behaved and motivated to learn. The kind and nurturing childminder ensures they are ready for their next stage of learning.
- The childminder is constantly looking for ways to improve her setting to enhance the experience for children. She welcomes support and advice and implements ideas where appropriate to improve outcomes for children further.

It is not yet outstanding because:

- The childminder does not take full advantage of the opportunities available to extend her continuous professional development.
- The childminder does not consistently maximise learning opportunities, in particular, to support children to become independent.

What the setting needs to do to improve further

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

- explore continuous professional development opportunities to enhance skills, knowledge and practice even further
- extend activities and children's play further to capture all learning opportunities effectively.

Inspection activities

- The inspector had a tour of the premises, including the playroom, lounge and dining room.
- The inspector observed planned activities and made general observations throughout the inspection to assess the quality of teaching and the impact on outcomes for children.
- The inspector spoke to the childminder and children throughout the inspection. She held discussions regarding children's learning and development, welfare and safeguarding.
- The inspector spoke to a parent about their views of setting and their child's experience at the setting, and viewed written feedback from other parents.
- The inspector viewed a range of policies and procedures, records and documents, including children's records and evidence of suitability of those living on the premises.

Inspector

Hannah Britton

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The setting is well maintained, safe and secure. The childminder follows good policies and procedures to help her protect the children. She has completed all required training. The childminder tailors the curriculum to the children's interests and educational needs. She supports children's communication and language, physical development, literacy and mathematics particularly well. Children are free to explore the stimulating environment. The childminder follows children's lead and progresses their learning well through stimulating and enjoyable activities. Children show respect for one another as they play together, take turns and share toys. Relationships between the children and the childminder are positive and caring.

Quality of teaching, learning and assessment is good

Children are keen to take part in planned activities. They particularly enjoy singing action rhymes and listening to stories. The childminder fires their imaginations, for example, she creates inspiring activity sacks. Children are proud of their achievements, for example, they identify the shapes they draw on the chalkboard. However, the childminder does not realise every opportunity to deepen the children's understanding. For example, while making pizza, children do not receive clear instruction to help them understand the process. Parents contribute to their children's learning plans from the outset and the childminder shares children's achievements regularly. Her assessments are accurate and show that children progress well in all areas of their learning and development. Parents value the daily updates and photographs of their children enjoying new experiences, such as playing in the snow and gardening.

Personal development, behaviour and welfare are good

The childminder always acts in the best interests of the children, who are happy and settled in her care. Children develop some independence skills, such as choosing activities and tidying away afterwards. The childminder also encourages children to feed themselves and to try to cut their own banana safely. However, she does not help older children to extend these skills even further, such as demonstrating how to cut the banana into bite-size pieces. As a result, some children are successful at this task and some are not. Children are more than willing to 'have a go' and are developing their own ideas. For example, children create imaginative food combinations in the play kitchen. They take account of numbers and colours to get the food order right. The childminder interacts well and adapts activities to include children of all ages. Younger children particularly enjoy using their senses to explore treasure baskets.

Outcomes for children are good

Children are making good progress in developing their speech, listening and understanding. They move and express themselves creatively. They are confident to share their thoughts and often make links to earlier experiences. They have high levels of self-esteem. Children thrive here and are well prepared to move on to the next stages in their learning.

Setting details

Unique reference number	EY459427
Local authority	Salford
Inspection number	1066710
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	11 September 2013
Telephone number	

The childminder registered in 2013 and lives in Walkden. She operates all year round from 8am to 5.30pm, Monday, Tuesday, Thursday and Friday. She is a member of the Professional Association for Childcare and Early Years.

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