

Childminder Report

Inspection date

31 January 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The childminder's home is well equipped and welcoming. Children arrive eager to begin their day with her. Parents feel well informed about daily activities.
- Children of all ages enthusiastically choose books and ask to be read to. The childminder adds meaning and drama to the text by varying the tone and volume of her voice and using actions and gesture as she reads. This helps to promote children's communication and early literacy skills very well.
- The childminder uses her observations of children's learning to accurately identify what they need to learn next. As a result, teaching is planned well and children make good progress.
- Children learn to be independent. For example, children confidently find their coats and put them on ready to play outside. This helps them to be ready to start school.

It is not yet outstanding because:

- The policy for administering medicines to children is not communicated clearly enough to parents.
- Although the childminder demonstrates a good understanding of how children learn, there are occasions when she interrupts children's exploration and investigation.
- The childminder does not establish fully effective partnerships with other settings that children attend. She does not share information regularly enough or in sufficient detail to help them to work more consistently together to meet children's needs.

What the setting needs to do to improve further

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

- give parents precise information about the policy and procedure for administering medicines to children
- give children more time to explore and investigate the things that interest them
- share more detailed information on a regular basis about children's progress with other settings that they attend, to work more consistently together to meet children's needs.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She assessed the impact this has on children's learning.
- The inspector discussed a planned activity with the childminder.
- The inspector looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of the views of parents and carers.

Inspector

Susan King

Inspection findings

Effectiveness of the leadership and management is good

The childminder devotes her time and attention to children in her care. Safeguarding is effective. The childminder completes training that helps her to keep her knowledge of child protection matters up to date. She knows what to do if she is concerned that a child may be at risk of harm. The childminder takes account of the views of parents when she evaluates and improves her provision. She gathers information from parents that helps her to establish starting points for children's learning. The childminder regularly checks that the indoor and outdoor spaces are well maintained and secure. This helps her to keep children safe.

Quality of teaching, learning and assessment is good

The childminder plans a wide range of activities that helps to promote children's learning and development. For example, she adds seeds and containers to the small-world farm. Children busily scoop the seeds into pots and pretend to feed the animals. They watch and listen with fascination as the shiny seeds cascade onto the tray. The childminder skilfully incorporates mathematical words into her questions and commentary. As a result, children learn the meaning of words, such as 'full to the top', 'half full' and 'empty'. Children count how many scoopfuls of seeds they need to fill the pots. This helps them begin to understand numbers in the context of measuring size and quantity.

Personal development, behaviour and welfare are good

The childminder teaches children the importance of a healthy lifestyle. For example, she talks with them about why people and animals eat food. Children already know that they eat when they are hungry. The childminder skilfully extends their knowledge and they learn that food gives them energy and helps them to grow. The childminder is a considerate and caring role model and this helps children to learn to be kind. The childminder takes children on regular outings that help them to learn about their community and the local area. She teaches children to be safe. For example, they remember and talk about how they cross the road safely at the pelican crossing.

Outcomes for children are good

Children acquire the skills, knowledge and attitudes to learning that prepare them well to start school. They develop independence in using the toilet and know that they must wash their hands afterwards. Children join in joyfully with the repeated refrains and alliterative phrases in familiar stories. They know the sequence of events in the stories and develop a wide and meaningful vocabulary. Children develop physical strength and agility. For example, they imitate and dance different movements when they listen to a story about jungle animals that is rich with rhyme and rhythm. Children follow well-established routines and know the expectations for their behaviour.

Setting details

Unique reference number	EY491720
Local authority	Trafford
Inspection number	1026958
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 3
Total number of places	6
Number of children on roll	4
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2015 and lives in Sale. Her provision operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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