

# Childminder Report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 8 February 2018 |
| Previous inspection date | 9 March 2017    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>          | <b>2</b> |
|---|-------------------------|----------------------|----------|
|   | 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 to address the action raised at her last inspection. All accidents are now recorded appropriately to maintain confidentiality.
- Children are well supported to develop independence and self-care skills. For example, the childminder has taught children a method of how to put coats on themselves and all children are successful in doing this. Children cut bananas up at snack time and pour their own drinks.
- Assistants that work alongside the childminder are regularly monitored and supported. The childminder gives them advice to help improve their interactions with the children. Overall, teaching is consistently strong and children make good progress.
- The childminder and her assistants encourage and support children to develop their understanding and speaking skills in Yiddish and English.
- The childminder understands how to assess children's progress and plan activities to meet their individual needs and what they need to learn next.

### It is not yet outstanding because:

- The childminder does not fully offer a wide range of activities outdoors to cover learning in all areas for those children who prefer to learn outside.
- The childminder has not established a highly focused programme of professional development to drive forward future improvements.

## What the setting needs to do to improve further

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

- enhance the range of activities outdoors for children who prefer to learn outside to help promote all areas of learning
- focus more precisely on establishing a targeted programme of professional development to drive forward future improvements and ensure that the high-quality practice is further developed.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder, as well as observing and discussing the teaching of her assistants.
- 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 speaking to them at the end of the day.

### Inspector

Nicola Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good awareness of how to keep children safe in her setting and when out and about in the community. She knows the possible signs that would alert her to a concern about a child's welfare and the correct procedure to follow. Overall, she reflects well upon her practice and involves children, parents and her assistants. She acts upon the feedback given to her. Parents are kept regularly informed of their child's progress and how they can help learning at home. The childminder encourages parents to also share learning and experiences that occur at home in a variety of ways. For example, parents inform the childminder of upcoming events which are then incorporated into the childminder's planning. This helps to prepare children for them and also share these experiences with the other children that attend.

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

The childminder and her assistants regularly observe the children in their play. They have a good understanding of how children learn and they regularly meet to share their observations with each other. This helps all adults working with the children to know what each child is currently interested in and learning. The childminder supports children's vocabulary well. She speaks clearly and uses simple language. She verbally repeats labels several times and encourages children to repeat her. This helps children to develop a wider vocabulary and gives them confidence to talk in both Yiddish and English. The childminder plans activities to help develop children's understanding of the world around them. For example, children enjoy learning about different animals in circle time. They learn about the noises that the animals make, where they live and enjoy moving around like animals, such as walking like tall giraffes on their tiptoes.

### Personal development, behaviour and welfare are good

The childminder supports children to learn about their own faith and traditions. For example, they pray and learn about different concepts through their play, such as incorporating separate milk and meat sinks into the role-play area. She also supports children to learn about the faiths and traditions of others. Children have regular opportunities to improve their physical development. They spend time in the garden and on outings to the local park. The childminder gives children praise and encouragement which helps build their self-esteem and confidence. She teaches children to share, be kind to others and how to behave appropriately and children respond well to this.

### Outcomes for children are good

Children are happy and have formed secure relationships with the childminder, her assistants and the other children that attend. They enjoy joining in with singing songs and sharing books and they learn to count and recognise colours. They enjoy gluing and sticking, which helps strengthen small muscles in their hands. Children make good progress in their learning and development. They develop attitudes and dispositions to support them in the next stages of their learning and in readiness for school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY484101  |
| <b>Local authority</b>             | Salford   |
| <b>Inspection number</b>           | 1107930   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 2 - 3   |
| <b>Total number of places</b>      | 18  |
| <b>Number of children on roll</b>  | 9   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | 9 March 2017  |
| <b>Telephone number</b>            |   |

The childminder registered in 2015 and lives in Higher Broughton, Salford, Manchester. She operates all year round from 8.50am to 1.20pm, Monday to Thursday and until 12.30pm on Fridays, except for some bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants. The childminder provides funded education for two-, three- and four-year-old children.

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