

# Childminder Report

**Inspection date**

20 February 2018

Previous inspection date

4 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 qualified and experienced. She has a strong understanding of how children learn through play. Regular observation and assessments of children's learning help the childminder to identify what children know and what they need to learn next.
- Children form warm and close relationships with the childminder, who is attentive and nurturing. Children are very happy and settled in the warm, welcoming, family environment she provides. This supports their emotional well-being effectively.
- The childminder promotes children's communication and language skills well. For example, she repeats simple words and phrases. She uses effective questioning to develop and extend children's vocabulary and understanding.
- Partnerships with parents are excellent. The childminder involves parents well in their children's learning. Parents are encouraged to contribute to initial assessments regarding their children's starting points and are regularly informed about their progress.
- The childminder is committed to providing the highest-quality care and learning opportunities for children. She makes good use of self-evaluation to identify and target priorities for improvement.

### It is not yet outstanding because:

- The childminder sometimes does not consider the opportunities that arise to support children's developing understanding of letters and the sounds they represent in their play.
- Occasionally, babies do not have enough opportunities to use different media and materials.

## What the setting needs to do to improve further

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

- make the most of opportunities to support children's understanding of letters and the sounds they represent
- provide more opportunities for babies to become interested in different media and materials.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector looked at samples of children's records. She looked at a range of other documentation, including the safeguarding policy and procedures.
- The inspector looked at evidence of the suitability of the childminder and other adults living on the premises.
- The inspector held a number of discussions with the childminder. She took account of the written views of parents.

### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good awareness of child protection issues and the procedures to follow should she have a concern about a child in her care. She has a wide range of written policies and procedures that she shares with parents to help to ensure that they are aware of her expectations. She identifies potential hazards in her home and minimises the risks to help keep children safe. The childminder monitors children's progress well to quickly identify any gaps in their learning so that these can be addressed quickly. She knows how to seek help from other relevant professionals, if necessary, to ensure that all children make good progress. The childminder works effectively in partnership with other settings that children attend to share information about children's learning and development.

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

The childminder plans interesting and enjoyable activities and experiences linked to children's interests. Children remain engaged and enjoy their learning, which supports their good progress. For instance, children develop their vocabulary and mathematical understanding as the childminder asks questions focused on colour, and sorting objects. They are further challenged to extend their mathematical skills as they are encouraged to count and order numbers. Children enjoy participating in creative activities and develop good pencil control through a range of mark-making opportunities.

### Personal development, behaviour and welfare are good

Children behave well. The childminder is a good role model for children. She gives children plenty of praise and encouragement. Children learn to share, take turns and be kind to one another. This helps children to develop good social skills. The childminder is committed to promoting children's healthy lifestyles. She provides nutritious food for children and ensures they have daily opportunities to exercise. She organises regular outside activities, such as visits to local play parks or country parks. Children learn about the importance of staying safe through daily activities. They are reminded of the importance of using large play equipment safely, so that they do not hurt themselves or others.

### Outcomes for children are good

Children are well prepared for the next stage in learning, including the eventual move to school. They are motivated and active learners. They explore the environment with confidence and freely access resources to further develop and extend their play. The childminder skilfully supports children to be independent and to extend their self-care skills. They help the childminder with tasks, such as tidying away toys. Children learn to be sociable as they meet with other children and adults on outings to local activity centres and groups. When completing puzzles, they demonstrate positive attitudes to learning, successfully persevering with determination, until they successfully complete the task.

## Setting details

<b>Unique reference number</b>	504110
<b>Local authority</b>	Salford
<b>Inspection number</b>	1103842
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 November 2014
<b>Telephone number</b>	

The childminder registered in 2001 and lives in the Swinton area of Salford. The childminding setting operates from 8am to 6pm, on weekdays, all year round, apart from family holidays and bank holidays. The childminder has a relevant qualification in childcare at level 3.

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