

# Childminder Report

**Inspection date**

6 March 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children are very happy and settled. They enjoy caring and affectionate relationships with the childminder which help to promote their emotional well-being.
- Children confidently investigate a good range of accessible play materials which promotes continuous learning.
- Children are enthusiastic learners who are motivated by the childminder's enthusiasm as she delivers well-planned activities to help them to make good progress.
- The childminder is very experienced and holds a nationally recognised qualification. She makes good use of what she knows about children's learning and development to help children to gain the key skills they need for their eventual move on to school.
- The childminder is a positive role model. Children are learning right from wrong and the importance of socially acceptable behaviour through gentle guidance.
- The childminder routinely reflects on her practice and seeks the views of parents to further improve the quality of her provision.

### It is not yet outstanding because:

- The childminder does not always make the most of opportunities to find out from parents what their child can do in order to plan precisely from the start. Parents are not always encouraged to share their child's progress check with relevant professionals.
- Occasionally, children are not given enough time to think about how to respond to questions in order to formulate their thoughts and vocalise their response.
- The next steps in children's personal development and self-care are not always fully promoted.

## What the setting needs to do to improve further

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

- enhance partnership working with parents in order to obtain more details about what their children know and can do on entry and encourage them to share the progress check with other relevant professionals including their health visitor
- provide children with more time to think and respond to questions in order to express their thoughts and ideas
- enhance practice that helps children to make the best possible progress in their personal independence and self-care skills.

### Inspection activities

- The inspector observed interactions between the childminder and children present and spoke to the childminder and children at appropriate times during the inspection.
- The inspector observed the childminder doing an activity with children and subsequently discussed the activity with the childminder.
- The inspector looked at children's records and a range of other documentation, including policies and procedures.
- The inspector checked evidence of the suitability of adults living on the premises.

### Inspector

Vickie Halliwell

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of how to report any concerns she may have about children's welfare. She continuously reflects on her practice. Since registration she has completed a broad range of relevant training courses to further develop her knowledge and skills. As a result, she has improved the learning environment and the way she promotes children's understanding of numbers. She maintains all documents, qualifications and records needed to underpin good provision for children's welfare and their learning. Assistants are closely monitored and are well supported to undertake appropriate training. The childminder effectively monitors the impact of her teaching on children's progress.

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

The quality of teaching and learning is good. The childminder knows each child well. Information gained from observations is well used to assess children's levels of development and identify the next steps in their learning. The childminder monitors their learning carefully and continuously supports their development as she plays and interacts with them. She uses many good teaching techniques to support children's learning. She skilfully builds on children's interests and their natural curiosity. For example, children are intrigued by the contents of a cloth sack. They wait in eager anticipation for their turn to reach inside to retrieve an object linked to a familiar nursery rhyme. Overall, early language and communication skills are well promoted. The childminder models language and encourages children to join in with familiar rhymes. Children become absorbed as they play with imagination and develop their own ideas. Opportunities to extend number skills are effectively woven into all aspects of the day.

### Personal development, behaviour and welfare are good

The childminder has created a safe, welcoming child-centred environment. She works closely with parents to ensure children's individual care needs are fully met. Babies greet the childminder with smiles as they arrive and enter confidently. Gentle reminders and simple explanations are effectively used to help young children to learn how to manage their own behaviour. The childminder makes good use of her garden to promote children's physical development and support their interest in the natural world. Children excitedly rush to the window to watch as a bird arrives to take a bath. Children enjoy a good range of wholesome home-cooked meals and healthy snacks.

### Outcomes for children are good

Children make good progress and are developing the key skills they need for their eventual move on to school. They are becoming confident, independent learners who enjoy learning new skills within a safe and supportive environment. Children are beginning to solve simple problems and test out their own ideas, for example, using blocks to steady a tower they are building. Children are learning to mix with others and take turns. This helps to foster their social skills.

## Setting details

<b>Unique reference number</b>	EY495191
<b>Local authority</b>	Salford
<b>Inspection number</b>	1033538
<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>	0 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2015 and lives in Swinton, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a nationally recognised qualification at level 3. The childminder sometimes works with an assistant.

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