

# Childminder Report

<b>Inspection date</b>	15 March 2018
Previous inspection date	13 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

- Children are happy and comfortable with the childminder. New children settle quickly into the setting. They show a good sense of belonging in the childminder's home and confidently make choices in their play.
- Parents highly praise the childminder's caring, nurturing and committed approach. They comment positively about the improvement in children's confidence and social skills. They strongly attribute her skills to preparing children successfully for school.
- The childminder joins in enthusiastically with children's play. She values their interests and attentively meets their care and learning needs.
- The childminder reflects on her practice and accurately recognises areas to improve her setting even further. She identifies opportunities to build on her professional development and accesses training to develop her skills and knowledge.
- The childminder is a positive role model and promotes good behaviour and kindness in children. Children use very polite manners, learn to share resources and patiently wait for their turn.

### It is not yet outstanding because:

- At times, the childminder does not sharply focus planning on children's next steps in learning to provide greater levels of challenge and to help them make the best possible progress.
- Occasionally, the childminder does not make the best use of opportunities for children to make marks and practise sounds and letters of the alphabet.

## What the setting needs to do to improve further

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

- use planning to meticulously focus on what children need to learn next, to provide greater challenge in their learning and to help them make the best possible progress
- increase opportunities for children to practise mark making and develop their knowledge of letters and sounds, to enhance their literacy skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke to children during the inspection.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, such as training certificates and evidence of the suitability of persons living in the household.
- The inspector took account of the views of some parents.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder understands how to recognise possible indicators of abuse and keeps up to date with relevant training. She knows the correct procedures to follow if she has concerns about a child's welfare. The childminder provides a safe environment for children, in the home and on outings. She carries out regular risk assessments to ensure resources and equipment are suitable and supervises children well. She monitors children's progress carefully to address any gaps in their learning. The childminder values feedback from parents and children and is committed to providing a good-quality service. She shares ideas with parents to continue learning at home and effectively engages them in their child's learning. The childminder understands the importance of working in partnership with other settings that children attend.

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

The childminder is skilled in helping children to learn through play. She follows their interests closely and provides good opportunities for them to explore their own ideas. For example, children enjoy imaginary play as doctors and patients and use pretend tools. The childminder has a thorough knowledge of children in her care and their home lives. She helps children to develop their counting and measuring skills. For instance, they count and measure ingredients during a baking activity. Children make good progress in their communication and language skills. The childminder provides a consistent narrative and engages them well in conversation. She asks them questions and provides clear explanations. For example, children recently learned about the life cycle of tadpoles.

### Personal development, behaviour and welfare are good

The childminder successfully builds warm and caring relationships with children. Children enjoy her company and participation in their play. She skilfully helps children to gain confidence quickly. The childminder uses praise and celebrates children's efforts and achievements consistently. She supports children's good health and well-being. For example, she provides nutritional meals and regular opportunities for physical exercise. Children have good opportunities to learn about the immediate and wider world around them.

### Outcomes for children are good

Children are eager to learn and demonstrate a natural curiosity to explore. They engage in activities for a sustained period of time. Younger children enjoy learning names and sounds of animals. Children learn good self-care skills. For example, they sing songs to remind them about good handwashing practice and tidy their toys away. Children develop good independence and social skills. They show teamwork in accomplishing small tasks together. All children make good progress in their learning and development based on their starting points. The childminder effectively supports children to gain the key skills required for the next stage in their learning, including for school.

## Setting details

<b>Unique reference number</b>	EY437004
<b>Local authority</b>	Salford
<b>Inspection number</b>	1105363
<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 - 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	13 November 2014
<b>Telephone number</b>	

The childminder registered in 2011 and lives in the Salford area of Greater Manchester. She operates all year round, Monday to Thursday, between 7.30am and 7pm, except for bank holidays and family holidays.

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