

# Childminder Report

**Inspection date**

27 March 2018

Previous inspection date

7 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 encourages parents to take an active role in their child's learning. For example, parents provide photographs and written observations about children's achievements and interests at home. The information is used well to complement children's learning in the setting.
- The childminder promotes children's emotional well-being very well. She has established close, secure and trusting relationships with children and they approach her for cuddles and comfort. Children are happy and comfortable in her care.
- Children's health is promoted well. All children enjoy nutritious, well-balanced meals and snacks.
- The childminder supports children's communication and language skills effectively. She finds out key words in children's home language from parents and uses these well to teach children new words in English. Children make good progress in their learning.

**It is not yet outstanding because:**

- The childminder has not fully reflected on ways to broaden and develop the current programme of professional development, to help to raise the quality of her teaching practice to even higher levels.
- The childminder does not routinely provide children with opportunities to extend their self-care skills.

## What the setting needs to do to improve further

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

- develop a broader and more focused programme of professional development, to help to raise the quality of teaching to a higher level
- provide more opportunities for children to develop their self-care skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder and her co-childminder. She looked at children's assessment records, policies and procedures and discussed self-evaluation with the childminder.
- The inspector evaluated a learning activity with the childminder and discussed her self-evaluation.
- The inspector took account of the views of parents as recorded in children's learning records.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder works very closely with her co-childminder to reflect on the quality of their work and promote continuous improvement. She seeks comments about her practice from parents and children and this has helped in sustaining the good-quality care and learning she provides. The childminder has established close links with other professionals and she works well with the local authority. She actively conducts her own research to help to improve her skills further. For example, she reviews and updates her first-aid knowledge and is well equipped to deal with accidents and emergencies. The arrangements for safeguarding are effective. The childminder has a good understanding of the local procedures to follow if she has concerns about a child's welfare.

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

The childminder has a good understanding of all children's abilities. She gathers detailed information from parents about what their children can already do, their likes and dislikes, when they first start. The childminder provides a rich learning environment and children enjoy a wide range of activities and experiences, which helps to broaden their learning. Children of all ages thoroughly enjoy playing imaginatively with dolls and makeshift doll beds made from shoe boxes. The childminder carefully extends the activity to help children's developing understanding of mathematical concepts. For example, she models positional language, such as, 'behind' and 'inside' as children play. Young children develop their curiosity and creativity very well as they discover how pop-up electronic toys operate. They lift flaps, turn knobs and press buttons. They show their delight when their actions produce different sounds.

### Personal development, behaviour and welfare are good

The childminder gets to know children and their family well, during a flexible and robust settling-in period. She works closely with parents to ensure that children's care needs and routines are well met. Children have good opportunities to develop their physical skills. They use their creativity and imagination to invent their own ball games. For example, they excitedly roll the balls across the floor and chase after them. The childminder interacts well with children and gives clear rules and expectations for behaviour. She teaches children to share and to respect and value each other. This contributes positively to children's behaviour.

### Outcomes for children are good

Children of all ages make good progress in their learning. Older children are confident, friendly and outgoing. They enjoy their time at the childminder's setting and demonstrate a positive attitude to learning. Young children show confidence to express their creativity and imagination as they dance and move to music. Children show that they are developing skills for future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY278563
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1104166
<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 - 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	7 November 2014
<b>Telephone number</b>	

The childminder registered in 2004 and lives in Rusholme, Manchester. She operates all year round, from 7am to 10pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

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