

Childminder Report

Inspection date

18 April 2018

Previous inspection date

11 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The well-qualified childminder makes good use of information from observations to accurately assess what children know and can do. She plans challenging and purposeful activities that capture children's interest and motivate them to learn. Children make good progress.
- The childminder provides a well-organised environment and a wide range of resources that helps to promote all areas of learning. Children make choices about what they want to do and demonstrate high levels of independence.
- The childminder is exceptionally sensitive and caring and helps children to successfully form strong emotional attachments and feel very secure within the setting. She has a superb knowledge and understanding of the children that she cares for, which has an extremely positive impact on their physical and emotional well-being.
- Partnerships with parents, other early years providers and schools that some children attend are strong. This contributes to good consistency and continuity of care for all children.

It is not yet outstanding because:

- Occasionally, the childminder does not make the best use of questioning techniques to help promote children's communication and language skills.
- The childminder continually reflects on her practice and has a good awareness of her strengths and weaknesses. However, she does not consistently take into account the views of parents and children to help identify further areas for improvement.

What the setting needs to do to improve further

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

- extend the use of questioning techniques to help further enhance children's good communication and language skills
- strengthen the process for self-evaluation to consistently include the views of parents and children to help identify further areas for improvement.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector talked to the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector evaluated an adult-led activity with the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's records and evidence of the suitability of the childminder and other adults living and working on the premises.

Inspector

Julie Kelly

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant have a secure knowledge of the referral procedures to follow should they have concerns about the health or welfare of a child. The childminder implements rigorous risk assessments to ensure children are kept safe on outings. She ensures that only suitable and registered assistants take children to and collect children from school. The childminder observes her assistant and holds informal discussions to monitor his performance. She identifies his training needs to ensure that his knowledge and skills are kept up to date. The childminder obtains detailed information from parents about what children know and can do when they start at the setting. She effectively supports them to help their children's learning at home. The childminder carefully monitors children's progress. This helps her to quickly identify gaps in learning and seek external intervention if necessary. The childminder works extremely closely with external professionals. Children who have special educational needs and/or disabilities are supported at the highest level.

Quality of teaching, learning and assessment is good

The childminder is full of fun and enthusiasm and this is reflected in her play and interactions with children. She gets down to their level and successfully engages them in activities. Children demonstrate high levels of concentration and curiosity. For example, they spend long periods of time exploring water and sand. They use small jugs to fill very small containers with remarkable accuracy. Children are fascinated when they discover that pouring water onto a wheel makes it turn round. They try different containers and amounts of water and find out that sometimes the wheel turns slowly and sometimes it turns fast. They use mathematical language, such as 'top', 'big', 'small' and 'heavy'. Children add water to sand to make 'cement' and use a digger to move the sand around. This helps children to develop their creativity and imaginations.

Personal development, behaviour and welfare are outstanding

Children are extremely happy and well settled in the childminder's home. They are confident, self-assured and demonstrate high levels of emotional security. The childminder creates a culture of mutual respect and tolerance in the setting. She and her assistant provide an extensive range of opportunities for children to learn about people and communities beyond their own experiences. The childminder and her assistant are excellent role models and provide clear and consistent boundaries to teach children right from wrong. Children's behaviour is very good. The childminder successfully supports children to understand how to keep themselves safe and healthy.

Outcomes for children are good

Children make good progress. They develop very good small-muscle control and coordination and a secure understanding of simple mathematical concepts, such as 'big' and 'small' and 'heavy' and 'light'. Children demonstrate a positive attitude towards learning. They acquire a wide range of skills, abilities and attitudes which helps to prepare them well in readiness for future learning and the eventual move to school.

Setting details

Unique reference number	EY333255
Local authority	Manchester
Inspection number	1134074
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 8
Total number of places	12
Number of children on roll	8
Name of registered person	
Date of previous inspection	11 September 2015
Telephone number	

The childminder registered in 2006 and lives in Blackley, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. The childminder occasionally works with an assistant.

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