

# Childminder Report

<b>Inspection date</b>	23 April 2018
Previous inspection date	23 April 2015

<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 provides children with a highly stimulating and welcoming environment. She has created many interesting areas where children become deeply engrossed in play. Resources are high quality and accessible. This helps children to make independent choices as they explore and lead their own play.
- Children flourish in the care of the attentive childminder. She knows children well and adapts their care routines based on individual needs each day. Children show that they are happy and settled, and they have formed close attachments with the childminder.
- The qualified childminder is committed to continually developing her skills and knowledge. She liaises with other childcare professionals, researches new ideas and teaching methods and accesses regular training to help keep her knowledge up to date.
- The childminder uses her accurate assessments to plan challenging activities. She weaves learning into child-initiated play, activities and routines. For example, she makes excellent use of snack time and using the stairs to teach children about number. Children make good levels of progress in all areas of learning.

### It is not yet outstanding because:

- At times, the childminder asks a number of questions in quick succession and does not always give children enough time to think and respond.
- Parents contribute to children's initial assessments and are kept well informed of children's progress. However, the childminder has not yet fully explored ways to gather information from all parents, to contribute to children's ongoing assessments.

## What the setting needs to do to improve further

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

- adapt teaching strategies when talking to children, to help them develop their thinking and speaking skills even further
- develop methods to gather ongoing information from parents, to gain an even clearer picture of children's learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities and free play, and assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times throughout the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

The childminder evaluates her provision and makes regular changes and enhancements. For example, she has recently added baskets of everyday items for children to explore. This has a positive impact on children's learning. They respond excitedly as they use the items to engage in play opportunities. Safeguarding is effective. The childminder is vigilant and provides children with constant supervision. Risk assessments are effective and the childminder's home is safe and secure. The childminder ensures that her first-aid qualification is up to date, and knowledge from this helps her to respond to any accidents children may have. The childminder has a good understanding of child protection policies and procedures. She recognises the potential signs of abuse and is confident in local reporting procedures. The childminder monitors children's progress closely. This helps her to identify any gaps in children's learning and help them to reach their full potential.

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

The childminder provides interesting activities. Children are excited and become engaged and motivated to play and learn. For example, the childminder creates different scenes using small-world toys and a range of resources, such as cereals. Children use their imaginations as they play. They practise their physical skills and coordination as they scoop and fill small containers. The childminder makes good use of opportunities to extend children's understanding of the world. For example, she talks about tadpoles to engage children in discussions about the life cycle of a frog. Children are excited to learn; they are inquisitive and ask a range of questions. This promotes their speaking skills, overall. The childminder follows children's lead well. She recognises when they show an interest in musical instruments and suggests that they have a dancing and movement session. Children are confident as they move their bodies and blow and shake their instruments to create sounds. This helps to promote children's physical skills as well as extending their communication and language development.

### Personal development, behaviour and welfare are good

Children are motivated and become independent. They help to prepare fruits for snack and engage in handwashing prior to eating. Children's behaviour is good. The childminder is fair and consistent. She helps young children understand how to share and take turns, and they respond well to this. The childminder takes children on regular outings and to local groups. This helps them to develop their social skills.

### Outcomes for children are good

Children make good progress in mathematics. Two-year-old children count up to six and use language to describe the size of cardboard tubes, such as 'big' and 'bigger'. Three-year-old children are developing the key skills they need for school. They recognise their names and are self-motivated to attempt to copy the letters. All children make good rates of progress. They show good listening and attention skills. They listen to stories with interest and ask many questions to further their knowledge.

## Setting details

<b>Unique reference number</b>	EY100364
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1091248
<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>	1 - 11
<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>	23 April 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in the Wythenshawe area of Manchester. She operates from 7am until 6pm, Monday to Friday all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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