

# Childminder Report

**Inspection date**

19 April 2018

Previous inspection date

4 December 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 carries out regular observations and successfully uses this information to plan for the next steps in children's development. She has a good understanding of each child's unique personalities and capabilities.
- Parents speak highly of the childminder and the provision. The childminder seeks all the relevant information from parents about each child's needs and interests when they first attend. This effectively supports continuity in their care and learning as they make the transition from home to the childminding setting.
- Children develop positive relationships with the childminder. As a result, they have secure attachments and naturally enjoy their time in her care. They demonstrate that they are happy, safe and emotionally secure.
- Behaviour management is effective. The childminder models appropriate social language, such as 'Let's share'. She encourages children to share with one another and uses appropriate strategies with children who need support. As a result, children develop the skills to manage their own feelings and behaviour.

### It is not yet outstanding because:

- The childminder does not always take opportunities to demonstrate correct language to help children's development of speech and language.
- The childminder has not fully developed ways to support children's continued learning at home and to help parents be more involved in the assessment process.

## What the setting needs to do to improve further

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

- help children to correctly pronounce new vocabulary
- provide further opportunities for parents to be involved with continuing children's learning at home and contribute to the assessment process.

### Inspection activities

- The inspector spoke with the childminder and engaged in play with young children.
- The inspector observed the quality of the childminder's teaching during activities indoors and outdoors and assessed the impact this has on their learning.
- The inspector looked at relevant documentation and evidence of the suitability of the childminder and other household members.
- The inspector took into account the views of parents as she looked at recent parental questionnaires and feedback provided in cards and letters.

### Inspector

Lauren Blythe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder completes thorough risk assessments of her home and has procedures to keep children safe on outings. She ensures her safeguarding and paediatric first-aid training is up to date, which helps her to support children's ongoing well-being. The childminder is aware of the local authority safeguarding procedures and has a good understanding of the signs and symptoms, which may cause her concern about a child's welfare. The childminder attends training to continuously improve her professional skills and knowledge.

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

The childminder keeps a range of documents, including children's individual learning folders and tracking systems. The use of topic-based termly planning systems supports the introduction of new learning experiences. For example, to explore the recent spring theme, children visit local woodland and the childminder takes photographs of their findings. Children express delight as they explore the pictures displayed on the wall at their height. Babies enjoy looking at books. They point at the pictures and begin to label what they can see. The childminder praises them as children make links with objects they find in their environment. For example, babies excitedly show the childminder star-shaped objects and begin to sing associated nursery rhymes.

### Personal development, behaviour and welfare are good

Children show their delight in being in the childminder's home and develop a secure sense of belonging. They confidently explore the well-resourced learning environment. As a result, children's active learning is promoted and their independence is supported. The childminder provides children with daily opportunities to enjoy fresh air and develop their physical skills. The childminder provides activities at an appropriate height to encourage babies to stand, therefore developing their leg muscles to prepare them for walking. Babies are developing the confidence to 'have a go' and complete tasks independently. Children help prepare the table before their lunch. The childminder promotes healthy eating, for example children are offered fresh fruit on their return from school. Parents value how the childminder promotes diversity and culture. She provides stimulating activities to teach children about various religious events.

### Outcomes for children are good

Children are developing the skills needed for future learning and school. The childminder develops individual transition plans for older children, which includes targets to promote school readiness, such as the promotion of self-help and early mathematical skills. Children share their likes and dislikes. For example, older children colour sad and happy faces to express their feelings. Babies develop their small-muscle skills as they make marks on paper. They copy as the childminder models drawing circles. This promotes their hand-eye coordination and develops foundations for children's early writing skills.

## Setting details

<b>Unique reference number</b>	EY272295
<b>Local authority</b>	Salford
<b>Inspection number</b>	1104137
<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 - 8
<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>	4 December 2014
<b>Telephone number</b>	

The childminder registered in 2003 and lives in the Worsley area of Salford. She operates all year round from 7.45am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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Piccadilly Gate  
Store St  
Manchester  
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