

# Childminder Report

**Inspection date**

26 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 cares for children well. She is in tune with their needs and they form close attachments to her. They settle well into her care and develop confidence and self-assurance.
- Children enjoy outdoor play and confidently explore the resources available to help extend their learning. For example, children use buckets of water and paintbrushes to make marks in the outdoor environment. They give meaning to the marks they make and smile in response to praise from the childminder.
- The childminder skilfully extends children's speech to support their developing language and vocabulary. For example, she introduces new words through a variety of new learning experiences. Children make particularly good progress in their communication and language skills.
- Parents are invited to attend settling-in sessions with their children prior to starting. This helps the childminder to become familiar with children and their families and provide a tailored approach to their care. Parents highly value the childminder's care for their children.

**It is not yet outstanding because:**

- The childminder does not use information from assessments as effectively as possible to help children achieve at the highest level.
- The childminder does not seek and take account of feedback from parents and children effectively to identify areas to improve practice further.

## What the setting needs to do to improve further

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

- use information from assessments even more effectively to plan challenging activities to support children to achieve at the highest level
- develop more innovative ways to seek and take account of the views of children and parents, to raise the quality of the provision even further.

### Inspection activities

- The inspector observed teaching, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector viewed children's records and a range of other documentation, including policies and procedures.
- The inspector took account of the views of parents from questionnaires.

### Inspector

Lauren Blythe

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder and her assistant demonstrate a clear knowledge and understanding of how to identify and report any safeguarding concerns. The childminder attends regular local authority childminder meetings to keep her skills and knowledge, and those of her assistant, up to date. She keeps a range of detailed written policies and procedures. She updates these when necessary, and shares them with parents. The childminder communicates with parents daily and exchanges information about their children with them. Overall, she monitors children's progress well. The childminder demonstrates a good understanding of how to work with external agencies to meet children's needs, if required.

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

The childminder makes accurate assessments of children's learning, which are based on information sought from parents. She offers appropriate support and challenge to promote children to confidently develop their critical thinking skills. For example, they clap with excitement as the childminder introduces them to a new jigsaw. The childminder completes the progress checks for children aged between two and three years, to keep parents informed of their child's development and promote continuity in their learning and development.

### Personal development, behaviour and welfare are good

Children are happy and thoroughly enjoy the time they spend with the childminder. They confidently express what they would like to play with and develop positive relationships with her and the other minded children. The childminder is an excellent role model and constantly praises children for their achievements and good behaviour. Children enjoy the many opportunities they have to develop their physical skills on various outings in the local community. Children choose from a variety of fruits for snack and they are provided with well-balanced and healthy meals. The childminder promotes children's independence skills exceptionally well. She supports them to develop self-help skills, such as encouraging them to feed themselves and recognise their toileting needs. Children learn to follow routines. They take their coats off and find their own peg.

### Outcomes for children are good

Children concentrate and persevere at tasks of their own choosing. Two-year-old children name a variety of colours as they make marks on paper. This promotes their early writing skills. The childminder introduces mathematics well into children's play. For example, she encourages children to count objects in the jigsaws they complete. Children gain the skills they need for their future learning, and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY252114
<b>Local authority</b>	Salford
<b>Inspection number</b>	1104043
<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>	2 - 12
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	4 December 2014
<b>Telephone number</b>	

The childminder registered in 2002 and lives in the Swinton area of Salford. She holds an early years qualification at level 3 and occasionally works with an assistant. The childminder operates all year round from 7.30am until 5.45pm, Monday to Friday, except for bank holidays and family holidays.

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