

Childminder Report

Inspection date	10 May 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 ample resources in a warm and friendly environment for them to play and learn in. The calm and friendly nature of the childminder has a positive impact on the children's well-being.
- The childminder regularly observes children's learning and monitors their progress effectively. Gaps in learning are quickly identified and plans put in place to support children's future development.
- Partnerships with schools and other early years providers are secure. The childminder has developed a strong network of support which helps to build on collaborative working and children's future learning.
- Children behave well. They understand how to take turns and share from an early age. Children begin to understand the consequences of their actions on others and the importance of feelings.
- The childminder effectively reflects on her provision. She makes positive changes to improve outcomes for children and has exciting plans for further development.

It is not yet outstanding because:

- Partnerships with parents are not fully strong enough to have an ongoing impact on children's learning.
- Activities are not always tailored to increase children's knowledge and understanding about the world and the wider community in which they live.

What the setting needs to do to improve further

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

- implement more innovative ways to involve parents in their child's future learning and development
- focus planning to introduce a more varied range of learning opportunities that helps children to discover their wider world and community.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The inspector looked at documentation used by the childminder, including policies, procedures, children's learning journeys and evidence of the suitability of persons living in the household.
- The inspector took into account the written views of parents and had a tour of the areas of the home used for childminding.

Inspector

Shelley O'Brien

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has good knowledge of the signs and symptoms of abuse and the impact these have on children's well-being. The childminder understands the procedures for reporting any concerns about a child's welfare and the action to take should an allegation be made against her or a member of her family. Risk assessments and ongoing observations of resources and premises support children's safety and minimise any potential hazards. The childminder has focused improvements to practice around the environment so they have a positive impact on children's learning. For example, she has changed the furniture and seating arrangements to be more child centred to enhance their experiences.

Quality of teaching, learning and assessment is good

The childminder uses her outdoor area effectively to support a range of learning opportunities. Children eagerly participate in large painting activities where they learn about colour, texture and communication. The various tools on offer to support this activity allow children to extend their play to other areas. For example, children take their resources to the playhouse where they pretend to be decorators and builders. This fosters children's natural curiosity and imagination. Communication is supported and developed consistently by the childminder. She asks meaningful questions that encourage thought and challenge. Children enjoy making marks and talk about their creations with each other, which further promotes their language skills.

Personal development, behaviour and welfare are good

The childminder supports children's emotional and personal well-being effectively. She gives children the tools to manage their own environment and risks. For example, she talks to them about the consequences of actions and supports them in problem solving during activities. The childminder uses upcoming events, alongside children's interests, to help enrich activities, overall. For example, red, white and blue rice hides a variety of vehicles for children to discover, they excitedly explore the rice using tools to transport and dig. The childminder supports children's early communication very well. For example, she encourages children to describe the texture of rice and introduces a range of new vocabulary. Children learn about their own health and care needs. They understand the need to drink regularly and wear appropriate clothing when outside.

Outcomes for children are good

Children have a natural thirst for learning. They are happy, confident and independent. Children learn new skills at every opportunity, which supports them in the next steps of their development and eventual move to school. Children's interaction with others at groups and on outings helps support their development of social skills. They are talkative and assertive in their decision making.

Setting details

Unique reference number	EY499305
Local authority	Manchester
Inspection number	1044887
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 2
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	Not applicable
Telephone number	

The childminder registered in 2016. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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