

# Childminder Report

**Inspection date**

17 May 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 knows children well. She uses her accurate assessments of children's progress effectively. She plans a good range of activities to support their next steps in learning and help their good progress.
- The childminder effectively supports children's emotional well-being. Children build secure and trusting relationships with the childminder. They are happy, settled and increasing in confidence with good support from the childminder.
- The childminder helps children to develop good language and communication skills. For example, she engages them in purposeful conversations and provides clear narratives for their play. Children learn new words and communicate confidently.
- The childminder develops good relationships with parents. She shares regular information with them about their child's development. She gathers detailed information about children before they start to help them to settle quickly and smoothly. Furthermore, she encourages parents to contribute to their child's learning at home.
- The childminder is fully aware of her responsibility to keep children safe at all times. For instance, she supervises them at all times and completes risk assessments. She ensures children learn and play in a safe and secure environment.

**It is not yet outstanding because:**

- Although the childminder evaluates her practice well, she does not take into account the views of all parents and children to help her identify further areas to improve.
- The childminder does not make the most of everyday activities to help children to learn more about diversity in the wider world.

## What the setting needs to do to improve further

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

- strengthen the self-evaluation process so that the views of all parents and children help to inform the areas to develop
- provide more opportunities for children to develop a greater knowledge of the diversity that exists in the world around them.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation such as policies, procedures and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of safeguarding issues and knows how to recognise if a child's well-being is at risk. She confidently knows the procedures to follow if she has concerns about a child's welfare. The childminder reflects on her practice and sets herself actions to improve the quality of her service even further. She engages in ongoing professional development to increase her knowledge and improve outcomes for children. The childminder develops good relationships with parents. She shares regular information with them about their child's development. She gathers detailed information about children before they start to help them to settle quickly and smoothly. Furthermore, she encourages parents to contribute to their child's learning at home. Parents positively praise the service the childminder provides and comment on how their children enjoy their time and make progress.

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

The childminder knows how to support children's learning styles and skilfully builds on what they know. She encourages children to follow their interests and successfully extends their play. Children quickly grasp mathematical concepts. For example, they build tower blocks in sequence, according to the written numbers on the blocks. Furthermore, the childminder encourages frequent counting of objects. Children confidently name different colours and shapes. For example, they describe the colours and shapes in their creative drawings. The childminder plays alongside children and participates in their activities. Children enjoy imaginary play. For instance, they enjoy changing clothes on dolls and pretend to feed and care for them.

### Personal development, behaviour and welfare are good

The childminder is a good role model and teaches children kindness and respect. She provides high levels of praise for their achievements and efforts. Children's self-esteem increases and they learn good behaviour from a young age. The childminder helps children to develop their social skills with others. She takes children on regular outings to parks, museums and libraries. She encourages their physical play and exercise. For example, children practise their balance and coordination when riding bicycles. The childminder promotes children's health well. For example, she provides healthy snacks and meals.

### Outcomes for children are good

Children have a good disposition towards learning. They make independent choices in their play and engage enthusiastically in activities. Children develop good concentration skills. For example, they listen attentively to stories and carefully calculate how to balance different-sized cups. Children are inquisitive and explore resources with excitement. For example, they press buttons on toys to create different sounds. Children gain important skills in preparation for their future learning, such as their eventual move on to school. They make good progress from the time they start at the setting.

## Setting details

<b>Unique reference number</b>	EY498045
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1040793
<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 - 9
<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>	Not applicable
<b>Telephone number</b>	

The childminder registered in 2016 and lives in Manchester. She operates all year round, from 9am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 6.

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