

Childminder Report

Inspection date

29 May 2018

Previous inspection date

23 March 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 has a thorough knowledge of safeguarding and how to respond if she has any concerns about a child in her care. The childminder has undertaken additional training to keep up to date with wider aspects of safeguarding matters, such as the 'Prevent' duty and online safety.
- The childminder helps children to broaden their knowledge of the wider community. For example, she takes children to a variety of places in the local area, such as indoor play centres, parks, the farm and the police station.
- The childminder provides a warm and welcoming environment. Children settle quickly and form close relationships with the childminder. The childminder knows the children well, which helps them to feel secure and gain confidence.
- Children's behaviour is good. The childminder uses a range of strategies to help children understand the behaviours expected of them.

It is not yet outstanding because:

- The childminder is not always successful at fully engaging parents in their child's learning and development in the setting and at home.
- The childminder does not always use the information gained from children's assessments to accurately plan for their next steps in learning.

What the setting needs to do to improve further

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

- develop strategies to further engage parents in their child's learning and development in the setting and at home
- use information from children's assessments to plan more accurately for their next steps in learning.

Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact this has on children's learning.
- The inspector interacted with children at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of the suitability of persons living in the household.
- The inspector assessed children's progress and looked at relevant documentation.
- The inspector took into account the views of parents through written feedback provided.

Inspector
Susan Smith

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder makes children's safety a priority and has robust risk assessments and policies which are regularly reviewed. The childminder reflects on her practice and looks for ways to improve, including seeking the views of parents. Parents speak highly of the childminder, stating that she is very approachable. The childminder regularly undertakes training to update her knowledge and skills. For example, a course on supporting speech and language has helped the childminder to use eye contact and provide a running commentary to encourage children's speech. The childminder monitors children's progress and identifies any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder is a positive and calm role model. She uses her knowledge and understanding of child development to plan a range of stimulating activities in both the indoor and outdoor learning spaces. For example, children excitedly practise their physical skills by throwing beanbags into shaped holes in the garden. They develop their understanding of shape recognition while playing a matching game. The childminder uses a range of teaching methods, such as adapting an activity to match the developmental stages of individual children. Children follow instructions and develop good listening skills. The childminder introduces descriptive vocabulary to support children's language development, such as 'squishy satsuma' and 'soft banana' at snack time.

Personal development, behaviour and welfare are good

The childminder has an embedded daily routine. She uses a visual time table and draws children's attention to it at each transition during the day. This helps children to understand what is happening next. Children develop a sense of belonging. For example, each child has a self-registration card and coat peg which bears their name and photograph. The childminder plans a range of activities to teach children about respecting differences and the wider world, such as celebrating the festivals of Chinese New Year, Diwali and Hanukkah. The childminder teaches children about the importance of staying healthy. For example, she talks about washing germs away during handwashing, offers healthy choices at snack time and reinforces that eating fruit will help children to be strong and healthy.

Outcomes for children are good

Overall, children are making good progress from their starting points. They are developing the skills required for their next stage of learning and for the move on to school. Children gain confidence by exploring their surroundings and making independent choices. They participate in activities that encourages them to recognise and write their names, and develop their counting skills while playing games.

Setting details

Unique reference number	EY372538
Local authority	Manchester
Inspection number	1093405
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 9
Total number of places	6
Number of children on roll	2
Name of registered person	
Date of previous inspection	23 March 2015
Telephone number	

The childminder registered in 2008 and lives in the Benchill area of Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-year-old children.

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