

# Childminder Report

**Inspection date**

7 June 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 indoor and outdoor learning environments are particular strengths of the setting and provide children with rich, varied and challenging experiences. For example, children use their problem-solving skills to build and construct dens using a wide range of materials.
- Children develop a good awareness of the world beyond their own immediate environment. They enjoy outings to playgroups and visit museums, parks and places of interest. These support children's understanding of difference and to value and respect others and the world around them.
- Children respond well to the childminder's kind and caring nature. They welcome the praise and encouragement they receive from the childminder and behave very well.
- The childminder ensures children remain safe in her home. She checks the equipment and areas used by children each day to make certain it is free from hazards.

### It is not yet outstanding because:

- Processes to involve parents in the ongoing assessment of children's learning are still developing.
- The childminder does not always use the most highly effective teaching strategies to promote children's learning to the highest level.

## What the setting needs to do to improve further

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

- involve parents more fully in the ongoing assessment of children's learning and development
- strengthen the teaching strategies used to help promote children's learning to the highest level.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities indoors and outdoors and assessed the impact this has on children's learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector evaluated a learning activity with the childminder and discussed her self-evaluation.
- The inspector looked at children's learning records, planning documentation and policies and procedures. She checked evidence of the suitability and qualifications of the childminder and other household members.
- The inspector took account of the views of parents gathered through written documentation.

### Inspector

Helen Gaze

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the procedure to follow if she has a concern about a child's safety or welfare. She attends regular safeguarding training and networks with other childminders to ensure that her knowledge is kept up to date. The childminder evaluates the quality of her setting. She values and acts on the views of parents, the local authority adviser and other professionals to ensure continuous improvements are maintained. The childminder is committed to her ongoing professional development and she looks for ways to continually improve her knowledge. Training is focused on developing her skills to work with children. For example, a recent outdoor learning course led the childminder to enhance children's learning experiences outdoors.

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

The childminder completes accurate, detailed assessments of children's progress. She uses this information well to identify any gaps in children's learning and to plan interesting activities that build on their prior knowledge and skills. Children's learning records are shared with parents to help promote continuity for children. Children are keen to get involved in activities and they are motivated to learn. They particularly enjoy experimenting with different media and materials and show confidence in using one-handed tools and equipment with increasing control. Children develop good literacy skills and an understanding of the world. They use information books to find out about animal life and watch with anticipation the development of tadpoles.

### Personal development, behaviour and welfare are good

Children form very strong attachments to the childminder. They are happy, relaxed and quickly develop good social skills. The childminder knows children well and they flourish knowing they are well cared for and appreciated. Children feel at ease in the childminder's home and they gain good independence. They capably gather their own snacks with minimal support and manage tasks for themselves, such as washing their hands. Children enjoy the free-flow access to the exciting outdoor area. They eagerly become involved in physical activities that are interesting and engaging. Children gain a good understanding of ways to stay healthy. They are involved in the preparation of all homemade meals and help to care for the vegetable garden outdoors.

### Outcomes for children are good

All children make good progress in their learning and some have made very good progress in their communication and language development. Children are articulate and confidently experiment with using more complex words accurately and spontaneously during play. They are inquisitive and keen to learn new things. Children show good levels of concentration and are developing good skills for the future and their eventual move to school.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY500799  |
| <b>Local authority</b>             | Manchester  |
| <b>Inspection number</b>           | 1052694   |
| <b>Type of provision</b>           | Childminder   |
| <b>Day care type</b>               | Childminder   |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 0 - 11  |
| <b>Total number of places</b>      | 6   |
| <b>Number of children on roll</b>  | 3   |
| <b>Name of registered person</b>   |   |
| <b>Date of previous inspection</b> | Not applicable                                      |
| <b>Telephone number</b>            |   |

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

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