

Childminder Report

Inspection date

31 May 2018

Previous inspection date

24 October 2013

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 understands how to promote children's learning and development, and plans a range of activities that help children develop new skills. Children are interested in learning and actively lead their own play. The quality of teaching is good.
- The childminder evaluates her service and welcomes the views of others to drive improvement. She has identified areas that she would like to develop in the future.
- Children form close attachments with the childminder. She understands children's care needs well. Children are settled and happy in her care.
- Partnerships are in place to support children's needs. The childminder shares information with local schools as children prepare to start school.
- Overall, good partnerships are in place with parents. The childminder offers settling-in visits and understands children's care needs well through regular discussions with parents.

It is not yet outstanding because:

- Detailed information about what children can already do at home is not obtained from parents on entry.
- At times, the childminder allows media devices in the environment to impact on children's ability to concentrate.

What the setting needs to do to improve further

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

- gather further information from parents about children's development at home, so that information can be used to identify starting points sooner
- ensure that the level of noise in the environment does not affect children's ability to concentrate and use their thinking skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector completed a joint observation with the provider.
- The inspector looked at documentation, such as children's development records, policies and procedures, and the suitability of all adults in the household.
- The inspector gathered the views of parents during the inspection, through written documentation.
- The inspector discussed with the childminder how she evaluates the service she provides.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder is aware of the authorities she must inform should she have concerns about a child's welfare. The childminder is vigilant about keeping children safe. For example, she completes daily safety checks to ensure the environment is safe prior to children arriving each day. The childminder evaluates her service and has identified areas she would like to improve in the future. She attends mandatory training, such as first aid, and completes further independent study. She has recently completed training in allergy awareness. She sometimes attends meetings with other providers and the local authority to share good practice. She understands the importance of partnerships. For example, she develops communication books for children who are cared for by herself and another provider. She tracks children's progress to identify any gaps in their learning.

Quality of teaching, learning and assessment is good

The childminder regularly observes children as they play to identify their developmental stage and assess their progress. She offers activities that, generally, support children to acquire new skills. For example, children use a range of crayons and chalks as they explore mark-making skills. She supports children's early mathematical skills well. For example, she sings repetitive songs and encourages children to count, subtract and identify numerals. Younger children enjoy exploring different sensory materials as they bang metal spoons, feel brushes, knock wooden sticks together and feel different textures of materials. Parents are involved in children's learning and regularly discuss activities children have enjoyed at home.

Personal development, behaviour and welfare are good

The childminder offers a relaxed family environment. Children are very settled and close attachments are in place. The childminder works with parents to offer consistency of care, such as when children are learning to use the bathroom independently. The childminder is a positive role model and children enjoy inviting her into their play. For example, children giggle as the childminder plays peek-a-boo using a mirror, encouraging children to observe their reflection. The childminder encourages children to be independent. For example, children tidy away resources after they have finished playing with them. Children are learning about healthy lifestyles. They eat healthy meals, play outside and go on regular outings in the local environment, such as searching for tadpoles in a local pond.

Outcomes for children are good

Children make good progress from their individual starting points. They are able to express their needs, choose resources to lead their own play and are motivated, active learners. Children are well prepared for future learning when they leave to start school.

Setting details

Unique reference number	EY290891
Local authority	Bury
Inspection number	1064609
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	24 October 2013
Telephone number	

The childminder registered in 2004. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 5.

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Piccadilly Gate
Store St
Manchester
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