

# Childminder Report

<b>Inspection date</b>	6 June 2018
Previous inspection date	9 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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's caring, enthusiastic nature contributes to children settling quickly and helps them to feel secure. Children receive a great deal of praise for their efforts. This helps to instil them with high levels of confidence and a sense of self-worth.
- The childminder helps children to connect with nature well. For example, she alerts the children to the birds singing and clouds covering the sun. She provides opportunities for children to grow plants from seeds, helping them to understand that things change over time.
- The childminder has a sharp focus on supporting children's language development. For example, she introduces positional language, such as 'down', 'along' and 'through' when sharing a story.
- The childminder monitors the practice of her assistant well and seeks further training to help improve her practice.
- The childminder and her assistant set clear boundaries for behaviour to help children develop good manners. Children take turns and share when playing together.

### It is not yet outstanding because:

- The childminder does not consistently encourage parents to share information about what their children can already do when they start attending her setting.
- The organisation of some group activities means that children are occasionally kept waiting for a turn, resulting in some children becoming disengaged.

## What the setting needs to do to improve further

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

- develop more effective methods of gathering information from parents about what their children can do when they start attending
- consider more effective ways to engage all children during adult-led group times.

### Inspection activities

- The inspector observed the quality of teaching, evaluated an activity with the childminder and discussed the impact on children's learning.
- The inspector spoke to the children and the assistant at various points during the inspection.
- The inspector examined a sample of relevant documents and evidence of suitability of people living in the household.
- The inspector discussed the children's learning and their progress with the childminder, including their next steps and children's interests.
- The inspector had a tour of the childminder's home. She looked at the range of resources available for children's use and the arrangements for keeping children safe.

### Inspector

Susan Smith

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder and her assistant can identify different types of abuse and know the procedures to follow if they have any concerns. The childminder carries out checks on her home to minimise any hazards and to keep children safe. The childminder evaluates her provision well, including asking the views of parents. She is proactive in seeking training to develop her knowledge. For example, training on schemas has provided the childminder with a better understanding of how to support children's play. The childminder monitors children's progress effectively. She identifies next steps in their learning and quickly puts plans in place to address them.

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

The childminder uses her knowledge and understanding of child development to plan a range of exciting activities, indoors and outdoors. For example, children learn about technology by watching stories, such as 'The Very Hungry Caterpillar' on an electronic tablet. Children have opportunities to develop their mathematical skills as they are encouraged to find numbers and count while making a caterpillar. The childminder and her assistant seize opportunities during children's self-chosen play to further develop their mathematical skills. For example, they support children to recognise shapes while looking at sequins. The childminder teaches children about respecting differences and understanding the wider world. For example, she explains why some people need to wear glasses, and plans activities to celebrate festivals, such as Chinese New Year.

### Personal development, behaviour and welfare are good

The childminder and her assistant help children to understand the importance of developing a healthy lifestyle. The daily routine includes opportunities for children to access fresh air and exercise. The childminder uses role play to model washing her hands in the toy sink, before preparing the play food and washing the spoons to remove the germs. This is reinforced at snack time when children wash their hands. The childminder models appropriate table manners at snack time. She encourages children to develop their own ideas and interests. For example, children used their imaginations to pretend that toy dinosaurs are fireworks, and devised a game of counting from one to 10, before firing the 'fireworks' into the air. The childminder enhanced the game by providing a bucket to catch them in. The children giggled as they enthusiastically participated.

### Outcomes for children are good

Children make good progress from their starting points. They gain confidence by making independent choices and, overall, are motivated, enthusiastic learners. Children are kind to each other and well mannered. They have good opportunities to practise writing and recognising their names. Children are well prepared for their next stage of learning and for school.

## Setting details

<b>Unique reference number</b>	EY227203
<b>Local authority</b>	Salford
<b>Inspection number</b>	1091408
<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>	2 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	9 March 2015
<b>Telephone number</b>	

The childminder registered in 2002 and lives in Swinton. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant who has an appropriate level 3 qualification.

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