

Childminder Report

Inspection date	14 June 2018
Previous inspection date	6 May 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 forms strong relationships with parents. She works closely with them when a child first starts to discuss the child's needs and set their starting points. Parents are kept fully informed of their child's progress and regularly invited to share information of their child's learning at home. Parents borrow books to support children to develop their literacy skills at home.
- The childminder provides a calm, caring environment which helps children to settle quickly. She knows children well and promptly responds to their individual needs. The childminder has a daily routine which helps children to feel secure.
- The childminder helps children to connect with nature well. For example, they experience the different aromas of lemon balm, lavender and curry while exploring the sensory garden. They learn how to care for and handle the pet rabbit and they visit parks in the local area.
- The childminder sets clear boundaries for behaviour to help children develop good manners. Children take turns and share when playing together.

It is not yet outstanding because:

- Occasionally, the childminder does not allow the children enough time to respond to questions or develop their own ideas.

What the setting needs to do to improve further

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

- allow children enough time to respond to questions and develop their own ideas.

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 children 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 children's learning and their progress with the childminder, including their next steps and 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 can identify different types of abuse and knows the procedures to follow if she has any concerns. She carries out checks on her home to minimise any hazards and 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 phonics has provided the childminder with a better understanding of how to pronounce letter sounds. This supports children to develop pre-reading skills. The childminder monitors children's progress well. Regular sharing of information about children's learning with other settings they attend helps the childminder to plan next steps for children's learning effectively.

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, both indoors and outdoors. For example, younger children develop their physical skills by exploring open-ended resources and rolling play dough. Older children use a grater and a knife to cut fruit in half. Children gain an understanding of how things can change. The childminder encourages children to observe the difference in how the lemon looks and feels after it has been grated. She uses the opportunity to develop children's language skills by introducing the words 'pith', 'peel', 'pip' and 'juicy'. Children develop their mathematical skills. For example, they count when sharing stories and making pretend cakes.

Personal development, behaviour and welfare are good

Children take pride in their achievements. For example, they are eager to show the childminder the drawings and cards they have made. Children develop an understanding of the importance of adopting a healthy lifestyle. The daily routine provides opportunities for them to access fresh air and exercise. They are offered a choice of healthy foods for lunch. Children wash their hands before lunch to remove the germs. Older children model learning for younger children. For example, showing them how to use the stairs safely. Children are encouraged to develop their independence. For example, they tidy the toys away and pour their own drinks. The childminder teaches children about respecting differences and to understand the wider world. For example, she plans activities to explore festivals such as Chinese New Year.

Outcomes for children are good

Children make good rates of progress from their starting points. They are well prepared for their move to school. They are motivated, confident and enthusiastic learners. Children have opportunities to develop early mathematical and literacy skills. For example, younger children enjoy mark-making activities, listening to stories and singing songs. Older children practise recognising and writing their name and familiar words. Children practise counting during routines and as they play.

Setting details

Unique reference number	EY371623
Local authority	Salford
Inspection number	1093389
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	6 May 2015
Telephone number	

The childminder registered in 2008 and lives in Swinton. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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