

Childminder Report

Inspection date

22 June 2018

Previous inspection date

9 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

- Self-evaluation procedures are detailed and well established. Planned improvements are made regularly, such as recent replenishment of resources and equipment. The childminder is motivated to drive ongoing developments and strives for excellence.
- The childminder completes effective assessment and tracking procedures. Planned activities are focused on areas where children require additional support. This helps to narrow gaps in children's development. Children make good progress.
- Children are confident and form secure attachments with the friendly and caring childminder. They benefit from affectionate cuddles and gentle reassurance. Children are happy, relaxed and content in the childminder's care.
- Children behave well. Expectations and boundaries are clear and children are encouraged to share and take turns. Children cooperate and enjoy positive friendships.
- Quality teaching supports children's good language skills. The childminder provides ongoing commentary, asks questions and introduces new words as children play.

It is not yet outstanding because:

- The childminder gathers a wealth of information from parents when children first start attending. This helps her to provide care mirrored to home and helps children settle. However, the childminder does not extend information gathering to include details of children's abilities, to promote tailored teaching immediately.
- Occasionally, the childminder does not allow sufficient time for children to fully engage in activities before moving on to another task.

What the setting needs to do to improve further

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

- strengthen information gathering when children first start attending and provide precisely targeted teaching immediately, to help children make even more rapid progress
- extend opportunities for children to achieve a deeper level of engagement during play, before moving on to play elsewhere.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held several discussions with the childminder. She looked at relevant documentation used to support the childminder's practice.
- The inspector spoke with children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

Partnerships with parents are good. Parents comment positively about the quality of the service they receive. They comment, 'the childminder is very loving, caring and professional, who clearly has fantastic bonds with all the children she cares for'. The childminder attends a range of carefully selected training opportunities. This helps to improve her skills and ultimately impacts on outcomes for children. For example, she has recently completed training about the 'Prevent' duty guidance, to help improve her already good safeguarding knowledge and impact on children's welfare. Arrangements for safeguarding are effective. The childminder knows how to identify and swiftly report safeguarding concerns.

Quality of teaching, learning and assessment is good

The childminder is a good role model. She sits alongside children and participates in their games, occasionally suggesting ideas to enhance and extend their learning. For example, children are encouraged to hang clothes with pegs. They develop perseverance and concentration. Further challenge is provided as children are encouraged to count pegs. Children's mathematical language and problem-solving skills develop well. The childminder subtly adapts her practice to meet children's differing needs and abilities. For example, younger children kick footballs, while older children are urged to hit balls with bats. All children develop good levels of physical coordination and enjoy a sense of achievement when they succeed. Furthermore, the environment is organised in a challenging and age-appropriate manner. For instance, children are provided with large or small slides to match different skills and abilities.

Personal development, behaviour and welfare are good

Mealtimes are fun and enjoyable. Children sit and eat together in a sociable situation. They discuss the morning events and children are confident in group situations. Children have a healthy appetite and ask for more food. They enjoy their meals and develop a positive attitude to leading a healthy lifestyle. Hygiene routines are closely observed, promoting children's good health. Children thoroughly wash their hands, prior to mealtimes and after playing outdoors. Children experience fresh air and exercise daily. They regularly visit local parks and play outdoors in the childminder's large and well-equipped garden. This contributes to children's good physical health.

Outcomes for children are good

Children make good progress from their starting points and prepare well for the move to school. Children are confident and eager to learn. They actively participate and approach play with excitement and a positive attitude. Children count in sequence and begin to recognise shapes. They listen to stories and enjoy books and literacy. Children develop early reading skills as they recognise familiar, simple letters. For example, they repeat the first letter of their name. Children make good all-round progress.

Setting details

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|------------------------------------|---|
| Unique reference number | EY332117 |
| Local authority | Salford |
| Inspection number | 1092678 |
| 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 | 8 |
| Name of registered person | |
| Date of previous inspection | 9 March 2015 |
| Telephone number | |

The childminder registered in 2006 and lives in Worsley, Manchester. She operates during term time from 7.15am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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