

# Childminder Report

**Inspection date**

29 June 2018

Previous inspection date

3 June 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**

- Relationships with children are strong. The childminder is calm, thoughtful and patient, all of which have a positive impact on children's emotional well-being.
- The childminder makes regular observations of children at play and learning. She successfully tracks their progress, identifies next steps in learning and supports any emerging gaps in their development.
- Children behave well given their young age. They learn about being kind, taking turns and caring for others. The childminder encourages them to talk about their feelings, which supports their understanding of emotions.
- Partnerships with schools are well established and secure. The childminder has successfully forged positive relationships with teachers and communication helps to support continuity of care and learning for children.
- The childminder has created an exciting and interesting outdoor environment for children to learn in. They have ample opportunities for play and exploration.

**It is not yet outstanding because:**

- The childminder does not regularly update her observations to identify children's changing interests in order to include them in her daily planning.
- Although parents share information about their children, the childminder does not yet gather information from them about their children's achievements away from the provision.

## What the setting needs to do to improve further

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

- consider more innovative ways of gathering information about children's interests more frequently and include them in ongoing planning
- further develop the system for obtaining information about children's learning from parents to record their achievements when they are not in the childminder's care.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector viewed areas of the home used for childminding purposes.
- The inspector viewed a range of documentation used by the childminder, including policies, children's records and checked evidence of the suitability of all adults living in the household.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took into account the written views of parents.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder has a good knowledge of how to keep children safe from harm and the signs, symptoms and indicators of abuse. She is aware of the procedures to follow should she have concerns about a child's welfare and shares these details with parents. The childminder has a clear allegations management procedure. Children's safety is further protected by risk assessments being completed for the various areas of the home and on outings undertaken. The childminder ensures her assistant is suitably trained and supervised. They both attend courses to keep their knowledge and understanding up to date. The childminder has successfully addressed developmental points identified at the last inspection. She regularly reflects on her practice to identify further areas to develop to raise the quality of care and experiences for children. Parents are complimentary about the care offered by the childminder.

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

Children have a wealth of opportunities to learn in the childminder's home. She offers a wide variety of resources that children can access freely. Planned activities support learning and individual needs. The childminder has adapted her outdoor area to support babies at play and those children who have special educational needs (SEN) and/or disabilities. Children's communication and language skills develop well. The childminder uses descriptive words with children to describe shades of colour, such as darker and lighter. Children enjoy learning about texture. They mix sand with water and bubbles to investigate what happens. The childminder makes suggestions for play which extend games. For example, dinosaurs are added to the sand pit to bathe in the water pools before being buried in wet and dry sand to discover which would be cooler for them.

### Personal development, behaviour and welfare are good

Children learn how to keep themselves safe from harm and how to care for their own needs. For example, the childminder regularly discusses how to protect themselves against the sun's harmful rays and the importance of using sun cream. Children access a wide range of resources that supports their all-round development. The childminder helps children to learn about themselves. The childminder encourages children to develop an understanding of all cultural backgrounds. She considers the diversity of the children she cares for and includes world events that are important to them in her calendar. Children therefore are learning about the world in which they live and respect.

### Outcomes for children are good

Children are independent and confident. They engage in their play and are eager to learn. Children learn the essential skills for future learning and their eventual move on to school. They are inquisitive, asking questions that prompt discussion and in turn careful listeners. Children enjoy their time spent in the childminder's care and develop skills to support them in making positive relationships with peers in the future.

## Setting details

<b>Unique reference number</b>	EY333080
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1092701
<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>	4 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	3 June 2015
<b>Telephone number</b>	

The childminder registered in 2006 and lives in Manchester. She occasionally works with an assistant. The childminder operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and four weeks family holiday.

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