

# Childminder report

<b>Inspection date</b>	10 September 2018
Previous inspection date	11 December 2014

<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 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

### The provision is good

- Children enjoy a wide range of stimulating and motivating activities. They make good progress and achieve well during their time with the childminder.
- The childminder promotes children's communication and language effectively. For instance, she introduces new words into their vocabulary as they read storybooks and provides a narrative for younger children as she engages in their play.
- The childminder encourages younger children to use mathematics spontaneously in their play. For example, younger children learn to recite numbers in order as they count the steps on the climbing frame.
- The childminder creates a warm, nurturing and welcoming environment. Children are well cared for and settle quickly. They become confident in exploring their surroundings and are encouraged to develop a good level of independence as they self-select their own resources.
- The childminder reflects on her practice and is committed to continually improve the experiences she provides for the children. For example, she makes good use of partnerships with other childminders to develop her practice further.

### It is not yet outstanding because:

- The childminder does not gather enough information about what children can already achieve when they first attend to help her clearly establish their starting points.
- The childminder's monitoring of children's progress and achievements is not used as precisely as possible to swiftly identify any gaps in learning to ensure children make the best possible progress.

## What the setting needs to do to improve further

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

- enhance systems to gather even more detailed information from parents when children first start, to clearly establish their starting points
- make the best use of assessment information to support children to make the best possible progress in all areas of learning.

### Inspection activities

- The inspector observed activities and the impact of teaching on children' learning.
- The inspector looked at samples of children's records. She looked at a range of other documentation, including the safeguarding policy and procedures.
- The inspector looked at evidence of the suitability of the childminder and other adults living on the premises.
- The inspector held a number of discussions with the childminder. She took account of the views of parents from documents containing their comments on the provision.
- The inspector viewed areas of the childminder's home used for childminding.

#### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of how to keep children safe. She has a good understanding of safeguarding issues and has developed clear policies and procedures to follow if she has any concerns. Detailed risk assessments help the childminder to ensure that potential risks to children's safety are minimised. The childminder develops good partnerships with other professionals to ensure consistency in children's care and learning. Partnerships with parents are good. The childminder keeps them informed about their children's care routines and the activities that they have enjoyed during the day. Parents are complimentary about the quality of care their children receive.

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

The childminder plans a good range of activities to support children's interests and learning. She accurately assesses children's progress through regular observations of their play and uses good teaching skills to support children's next steps for learning. For example, as children explore small-world play, she asks questions to engage them in discussion and to extend their thinking. Younger children enjoy sensory activities. They competently fill, and pour sand and water from one container to another and enjoy playing musical instruments to accompany singing. The childminder demonstrates how to use equipment correctly to support and encourage children's involvement in activities, such as problem solving. For example, children learn to match different shapes and sizes as they use electronic toys.

### Personal development, behaviour and welfare are good

Children behave well. The childminder offers children plenty of praise, encouragement and reassurance. She is very attentive and children form warm, positive relationships with her. This helps to promote children's emotional well-being and self-esteem. She is a good role model for children and reminds them to say 'please' and 'thank you'. The childminder encourages healthy eating habits by providing nutritious and well-balanced snacks and meals. She promotes regular physical activity through games in the well-equipped garden or walks to local parks and other places of interest. This effectively supports children's physical development, coordination and understanding of the world. Children develop good self-care skills and follow well-established hygiene routines.

### Outcomes for children are good

Children become absorbed in their play and are motivated to learn. The childminder prepares children well for their future learning, including helping them to establish the skills and attitudes they need for starting school. Children learn to appreciate a wide range of children's stories, and can form and recognise letters. They develop their knowledge of shapes and numbers well. Children have opportunities to gain valuable social skills and understanding of diversity to help them with moving on to pre-school and school. For example, they visit local groups in the community where they learn to mix with other children and develop new friendships.

## Setting details

<b>Unique reference number</b>	EY356948
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10059817
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	11 December 2014

The childminder registered in 2007 and lives in the Withington area of Manchester. She operates all year round from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

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