

Childminder report

Inspection date	9 October 2018
Previous inspection date	10 May 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The childminder has improved substantially since the previous inspection. She has addressed all identified weaknesses and embraced support from the local authority. The childminder has a clear focus on what she needs to do to sustain these improvements.
- The childminder has recently employed an assistant and together they work harmoniously as a team. They have forged strong relationships with children. Consequently, children are extremely settled and secure.
- The childminder and her assistant work effectively to promote equality of opportunity. They help children to learn about similarities and differences, which helps children to develop positive attitudes.
- Parents are kept fully informed on all aspects of their children's care, learning and progress. The childminder actively seeks parents' views and responds promptly to any suggestions, such as providing more sand and water activities.

It is not yet outstanding because:

- Children's enjoyment and learning is sometimes limited due to lack of organisation. For example, children sometimes have insufficient space to work comfortably during group time activities and snack time routines are a little chaotic.
- The development of children's health is not as strong as other aspects. This is largely due to the imbalance of healthy meals, which means children have fewer opportunities to learn about healthy food choices.

What the setting needs to do to improve further

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

- provide children with sufficient space to work comfortably during group time activities and take into account children's needs during snack time routines
- provide greater opportunities for children to learn about healthy food choices to enhance further their awareness of healthy lifestyles.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector held discussions with the childminder and her assistant at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to one parent and reviewed parents' questionnaires.
- The inspector discussed child protection procedures with the childminder and her assistant.
- The inspector reviewed documents, including the childminder's first-aid certificate.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has refreshed her knowledge of child protection procedures, which ensures children's safety and well-being. She has attended an abundance of training and used her knowledge to create a child protection package for the newly appointed assistant. As a result, the assistant is acutely aware of the action to take if she has any concerns about a child's safety. Children's safety is further assured because they are in sight and hearing at all times. The childminder makes good use of the local community. She takes children on regular outings to places of interest, such as trips to local toddler groups, which supports their social skills.

Quality of teaching, learning and assessment is good

Effective teaching ensures that children make good progress in most areas of their learning. The childminder and her assistant know the children well and plan meaningful activities that focus on what children need to learn next. The childminder's assessments of what children know and can do are precise. She is also aware of factors that hinder children's learning and is quick to respond. For example, the childminder is aware that some children may fall back a little in their learning because they are missing friends who have moved on to school. The childminder sensitively resolves these situations by focusing on the children's confidence. She also uses props, such as mirrors, to help children discuss their emotions and feelings.

Personal development, behaviour and welfare are good

Transitions into the childminder's home are successfully managed. The childminder and her assistant work closely with parents to ensure that children who are new to the setting are settled. They seek relevant information about children's likes and preferences, and they care for children in line with their home routines. As a result, new children settle quickly. Children learn respect and tolerance for all groups and there is no gender bias. For example, boys play with the dressing-up clothes and bags. There are lots of opportunities for children to discuss similarities and differences. For example, children use the mirror to compare their 'beautiful smiles', which boosts their self-esteem. Children benefit from some wholesome meals, such as home-made shepherd's pie. However, some meals are not consistently healthy, which limits children's opportunities to learn about healthy choices.

Outcomes for children are good

The childminder has made good links with the local school to help prepare children for their next stage in learning. She takes children on regular visits to school and seeks ideas from teachers to extend children's learning at home. This partnership has worked well in practice because all children, whatever their starting points, are fully prepared for their transition into school. All children benefit from a wide range of activities and resources that supports their learning. As a result, children make good progress. However, on rare occasions children's learning is less effective due to the lack of organisation. For example, as children explore the paint and autumn leaves, there are too many children around a small table. Consequently, some children lose interest and wander off, which means they miss out on this valuable learning opportunity.

Setting details

Unique reference number	504113
Local authority	Salford
Inspection number	10081170
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 5
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 May 2018

The childminder was registered in 2001. She lives in the Eccles area of Salford and works with an assistant. The childminder operates Monday to Friday all year round, from 7am to 6pm except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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