

# Childminder report

<b>Inspection date</b>	17 October 2018
Previous inspection date	11 September 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's manners are impeccable. They regularly say 'please' and 'thank you' and cooperate well with peers. Children are respectful and behaviour is excellent.
- Children flourish emotionally in the childminder's care. They are happy and reassured by the gentle and friendly interactions they receive from the attentive childminder.
- The childminder regularly evaluates her provision. She seeks the views of parents and children and acts upon their comments. Priorities to develop are precise and drive ongoing improvements. The childminder creates a high-quality service.
- The childminder engages in quality teaching to support children's emerging language skills. Children enjoy a language-rich environment and are provided with plenty of opportunities to contribute to conversations. They answer questions, discuss their games and follow instructions well. Children become confident communicators.

### It is not yet outstanding because:

- Occasionally, the childminder does not effectively organise some planned adult-led activities and children lose interest and concentration when they are kept waiting.
- Although the childminder has developed good links with her local school, she has not yet extended these professional relationships to include all schools children move on to.

## What the setting needs to do to improve further

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

- strengthen the organisation of planned adult-led activities and extend children's concentration and interest in their learning
- extend professional links to include all schools children move on to and help every child make a smooth transition to the next stage in their learning.

### Inspection activities

- The inspector observed the quality of teaching during activities 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 a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of all persons living at the premises.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of parental views through discussion and written feedback provided.

#### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The childminder has clear knowledge of the possible signs of abuse and neglect. She understands her responsibilities to record and report child protection concerns to relevant agencies. This helps to protect children from harm. The childminder undertakes daily risk assessment checks of her home, to help her identify and minimise potential hazards. She creates a safe and secure environment for children to play and learn. The attentive childminder regularly monitors children's progress. She is well informed and plans activities that are carefully targeted to narrow gaps in learning. Children are well supported by an experienced and knowledgeable childminder. She has completed a range of carefully selected training. This helps to build upon her already good skills further. Partnerships with parents are good. Parents are highly complimentary about the quality service they receive.

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

The childminder is an attentive teacher and participates in children's play. She guides learning and suggests ideas to help to promote children's engagement and extend their skills beyond current capabilities. The childminder sensitively adapts her practice to meet children's differing needs and abilities. For example, older children complete complex categorising and counting games. This supports age-appropriate mathematical development. Younger children are encouraged to think and solve simple problems. All children are adequately stimulated and teaching is carefully tailored to meet children's individual needs. Children make good all-round progress.

### Personal development, behaviour and welfare are good

Children learn about the wider world in which they live in this inclusive and friendly setting. Children learn about different cultures, beliefs and religions through a rich programme of activities and quality diverse resources. Children are respectful of others and socially confident. Children's physical health is well promoted. For instance, they are encouraged to independently choose from a wide range of fresh fruit and vegetables at snack time. Children enthusiastically peel and chop fruit and develop a positive attitude to healthy eating. Children learn how to manage their own personal safety. For example, they practise fire evacuation procedures and learn about the green cross code. Children are independent, confident and self-assured.

### Outcomes for children are good

Children are active and inquisitive learners. They confidently explore with intrigue and enjoy learning new things. Children develop fabulous mathematical skills. They categorise colours, begin to recognise numbers and count in sequence. For example, children independently count as they move pieces around a board game. Children develop good physical skills. They manipulate dough and build structures from toy bricks with coordination and precision. Children concentrate and persevere when faced with challenge. They make good progress from their starting points and acquire a range of skills in preparation for the next stage in their learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	500476
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10069587
<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>	1 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	11 September 2014

The childminder registered in 1992 and lives in Levenshulme, Manchester. She operates all year round, 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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