

Childminder report

Inspection date	16 October 2018
Previous inspection date	12 January 2015

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

- The childminder offers a warm and caring environment for children. They are well settled and clearly enjoy being in her care. Children show delight and confidence in their activities and engage in communication with the childminder throughout their day.
- The childminder carries out clear observations of children's learning and monitors this effectively. The learning journeys show a clear picture of how children have progressed in their learning from their starting points and what areas of development are to be focused on next, overall.
- Relationships with parents are strong. Regular communication ensures all relevant information is shared and learning can be supported at home and with the childminder. Parents are fully involved in their children's progress and are very complimentary about the care given by the childminder.
- The childminder has reflected well on her setting and created action plans to support the evolution of a high-quality service. She regularly reviews activities to ensure they are of interest and challenging enough for children and support their ongoing development and inquisitive nature.
- Children learn about respect, empathy and compassion from an early age. They are considerate and begin to understand the impact of their behaviour on others. This is supported through carefully planned activities and discussions with the childminder.

It is not yet outstanding because:

- Although links with schools have been developed, the quality of information and relationship varies, which means not all methods of transition are consistent.
- There are occasions when children's language and communication skills are not progressed as well as possible.

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 to share information with all schools to support children's smooth transitions
- extend teaching systems to help support language acquisition and communication skills further.

Inspection activities

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

Inspector
Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

The childminder has continued to develop her provision and has high expectations of herself. She is striving for the highest quality she can offer and has made effective changes to achieve better outcomes for children in her care. The childminder has accessed a wide range of courses to enhance her knowledge and deliver more targeted opportunities for children's learning. For example, she uses her knowledge on schemas to support children's individuality and offers activities that support their interests. The arrangements for safeguarding are effective. The childminder has a good understanding of how to keep children safe. She is clear about the various signs and symptoms of abuse, including issues about extreme views. The childminder has robust systems in place to follow should she have concerns about a child's welfare and understands local procedures for reporting.

Quality of teaching, learning and assessment is good

Children have ample opportunities to play and learn. They are given resources and tools that support their interests and engage their imagination. The childminder shares in activities with children, extending and challenging their learning, generally. For example, children make modelling dough from raw ingredients. They weigh and measure, discuss texture and colour and are further challenged by the inclusion of smell to develop their senses and recognition skills. Early mathematical skills are developed and secured at every opportunity. Number, shape and colour are frequently discussed within activities. Careful monitoring of ongoing learning means the childminder can effectively plan for children's next steps and identify gaps in learning swiftly. The childminder ensures any learning that has taken place at home is continued in the setting. For example, when children engaged in the city bee trail, the childminder arranged a further trip and creative activities to enhance their learning. This helps support children's learning about their environment and the world around them.

Personal development, behaviour and welfare are good

Children confidently move around their environment and develop good motor skills. They have the opportunity to engage in outdoor play on a regular basis and enjoy visits to the local park and places of interest. Children learn about the importance of self-care and hygiene routines and show delight in the praise given to them by the childminder each time they achieve something. Children show a good understanding of the house rules and support each other where necessary. The childminder teaches children about living a healthy lifestyle and making good choices. They eagerly participate in baking and cooking activities, make their own pizzas and talk about toppings and tastes.

Outcomes for children are good

Children enjoy exploring activities and resources in the home and show ownership of their environment. They confidently select, play and put away their games and equally engage in activities with the childminder. Children develop all the necessary skills needed for the next stages in their learning and eventual move to school. They display independence and a thirst for learning.

Setting details

Unique reference number	500248
Local authority	Manchester
Inspection number	10059577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	12 January 2015

The childminder registered in 1994 and lives in the Levenshulme area of Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate level 6 qualification.

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