

# Childminder report

<b>Inspection date</b>	2 November 2018
Previous inspection date	15 November 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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 uses what she knows about children to ensure that she challenges them effectively. Children make good progress in their learning from their starting points.
- Children enjoy their play and learning. They concentrate well and become engrossed in activities. The childminder encourages children to do things for themselves and to be independent and active.
- The childminder is a good role model for children. She maintains clear, consistent boundaries and children benefit from frequent praise, increasing their self-esteem.
- Children have many opportunities to learn about healthy lifestyles. They play outside during the day and enjoy a range of nutritious home-cooked meals and learn about personal hygiene, such as washing their hands.
- The childminder supports the children's communication skills very well. She gives the children time to think and respond to her skilful questioning. For example, children learn to assemble a new game, following her instructions and learn to problem solve.
- The childminder monitors children's learning well. She uses effective observations, assessments and planning, enabling her to identify children's next steps in their learning.

### It is not yet outstanding because:

- The childminder has not yet fully established a programme for professional development to help her raise the quality of practice to the highest level.
- The childminder uses self-evaluation systems to reflect on her daily practice. However, she has not explored further ways of encouraging parents to regularly share their views and opinions to support this process.

## What the setting needs to do to improve further

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

- consider a programme of professional development to focus on raising the quality of teaching to the highest level
- extend ways in which parents can contribute to the evaluation of the childminding provision and help to maintain continuous improvement.

### 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 persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

#### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is aware of her responsibilities and she works hard to keep children safe. The childminder knows children well and she is confident in recognising and recording concerns, such as any changes to children's behaviour. She knows the procedures to follow to report any concerns. The childminder completes and reviews risk assessments of the premises and places that children visit. This helps to identify and minimise any hazards. The childminder uses her assessments to monitor children's learning. She takes effective action when she identifies areas where further support is needed, such as referring children to speech therapy or seeking advice from health visitors.

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

The childminder has a good understanding of how children learn and where they are in their learning. She recognises the interests of children and plans stimulating and challenging experiences. Children develop good skills to support their future learning. Parents are involved in assessing their child's progress. The childminder encourages them to share information about what their children learn at home to help ensure consistency. Children are given many opportunities to express their ideas and develop their communication skills and imaginations as they play. For example, as they are painting they tell the childminder they have drawn a, 'Big firework'.

### Personal development, behaviour and welfare are good

The childminder encourages good behaviour and promotes good manners effectively. She provides children with a healthy, balanced diet. The childminder provides a wide range of easily accessible resources. This helps children to make choices about their play and promotes their independence well. There are opportunities for children to enjoy physical exercise during the day. The childminder makes good use of amenities in the local area, such as the library, park and playgroups. She plans a range of activities that helps children learn about the wider world beyond their own community. Children thoroughly enjoy their time with the childminder and have fun as they play.

### Outcomes for children are good

Children have positive attitudes and a love of learning. As they prepare to move on to the next stage of their learning they are ready for the new challenges they will encounter in the future. Children develop strong foundations in early mathematical and literacy skills. For example, children count on their fingers from one to 10, recognise the colours and shapes in an animal game and sing familiar songs about the animals they recognise.

## Setting details

<b>Unique reference number</b>	EY491176
<b>Local authority</b>	Salford
<b>Inspection number</b>	10079506
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	15 November 2017

The childminder registered in 2015 and lives in Irlam. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

