

Childminder report

Inspection date	16 November 2018
Previous inspection date	12 February 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 assesses children's skills and knowledge accurately when they first attend her setting. She liaises closely with parents to obtain a detailed picture of children's abilities and routines. This enables the childminder to guide and support their progress right from the beginning.
- The childminder demonstrates pride, dedication and commitment to providing high-quality care for children and families. Parents comment positively about the service they experience.
- The childminder uses information obtained from frequent and detailed observations and tracking to plan relevant activities with focused learning targets. She builds upon children's abilities through a carefully planned programme of learning.
- Children's emotional well-being flourishes, supported by a friendly and nurturing childminder. Children enjoy positive relationships in this social and welcoming setting.

It is not yet outstanding because:

- The childminder engages in a wide range of appropriate teaching strategies to support children's good communication skills. However, occasionally she does not fully or clearly pronounce words to embed children's vocabulary.
- The childminder is motivated to improve her setting and welcomes constructive comments from children and parents to help her to improve. However, she has not identified clear or precise targets to drive developments at the very highest level.

What the setting needs to do to improve further

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

- extend opportunities for children to hear and learn the accurate pronunciation of words and extend their already good language skills even further
- enhance self-evaluation systems that identify a clear plan to strive for outstanding quality.

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 with the children during the inspection.
- The inspector took account of the views of parents through 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 her responsibilities relating to child protection. She has updated her safeguarding knowledge relating to new legislation, such as completing recent training on the Prevent duty. She knows how to identify signs that indicate a child is at risk from harm and the importance of swift action to refer concerns, if necessary. This helps to protect children's welfare. The childminder provides an inclusive setting where children's uniqueness is valued.

Quality of teaching, learning and assessment is good

The childminder knows children well and links activities to their interests. This helps to enthuse children. For example, children's recent interest in dolls is incorporated in games as they enjoy playing imaginatively with toy babies. The childminder is an attentive teacher and good role model. She sits alongside children, plays with them and joins in their games. She skilfully seizes opportunities to suggest ideas and extend learning. For example, babies are encouraged to clap their hands. They develop physical coordination and concentration as they complete this challenging, age-appropriate task.

Personal development, behaviour and welfare are good

The childminder is highly attentive. She swiftly and respectfully meets children's personal care needs. For example, prior to wiping children's faces she seeks their permission. Courteous practice promotes children's excellent emotional well-being. Children learn to be gentle and develop empathy and compassion for others. For example, children softly stroke the childminder's pet cat and take care of baby dolls. Children are caring, kind and develop good levels of emotional security. Children undertake small responsibilities that contribute to their emerging independence and confidence. For instance, they water and tend to wild flowers they recently planted. They experience fresh air daily which helps to contribute to their good physical health.

Outcomes for children are good

Children make good progress from their starting points and achieve well. They display an eagerness for learning and always try their best. Children listen to stories and hold books, this helps develop early literacy skills. Children enjoy solving simple problems as they play with interactive technology toys. They hold crayons and make intended marks in preparation for early writing. Children are well supported in their development and are well prepared for the eventual move to school.

Setting details

Unique reference number	EY384654
Local authority	Manchester
Inspection number	10071038
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	12 February 2015

The childminder registered in 2008 and lives in Manchester. She operates all year round, from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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