

# Childminder report

<b>Inspection date</b>	19 November 2018
Previous inspection date	24 November 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

- The childminder demonstrates immense pride in her role and clearly enjoys working with young children. She has high aspirations to improve her practice. Targets to develop are clear and precise to expand the quality of service even further.
- The childminder fosters effective partnerships with parents. Open communication is well established and this contributes to seamless care and learning between home and the childminder's setting. Children settle quickly and are ready to learn.
- The childminder makes learning fun. She ignites children's enthusiasm for learning and this contributes to them achieving good progress in their development.
- The childminder assesses children's abilities through continual daily observations. She plans activities with focus and intent to promote children's next steps in learning.
- Children are happy, relaxed and settled in the childminder's care. Children's emotional security contributes to their robust attitude and self-confidence. For instance, children confidently navigate their way around the childminder's home and choose toys they wish to play with.

### It is not yet outstanding because:

- Occasionally, children are not supported to fully develop their ideas and sustain a deep level of concentration before activities are tidied away and children are encouraged to play elsewhere.
- Links with other professionals are not fully established to promote a comprehensive, joined-up approach to children's care and learning, and impact on outcomes for children 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:

- strengthen opportunities for children to fully develop their ideas and sustain their concentration during play
- extend links and communication with other professionals involved with children and complement children's care and learning even more sharply, to continue to raise outcomes for children.

### 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

Safeguarding is effective. The childminder has a range of child protection literature available for her reference, if required. She has a good knowledge of how to take swift and appropriate action if a concern about a child's welfare is identified. The childminder engages in a wide range of professional development opportunities to enhance her skills and knowledge. For instance, teeth cleaning procedures have recently been implemented following recent oral hygiene training. Furthermore, the childminder shares information with parents about the value of dental hygiene. Training impacts positively on practice. The childminder conscientiously tracks children's progress. She is well informed and closely tailors support to areas of learning where weaknesses emerge. Children are well supported and make good progress.

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

The childminder plans activities to help children learn. Children are encouraged to try their best. For example, children are challenged to stack a series of different containers in size order. Children are further challenged to work out which lids fit with corresponding containers. Children develop excellent problem-solving skills. They are stimulated and enjoy their learning. The childminder provides plenty of opportunities for children to build vocabulary. The environment is rich in communication, print and language. For instance, animated dialogue and discussion is provided during games. Singing, rhythm and rhyme are used to enhance vocabulary and impact positively on children's emerging language.

### Personal development, behaviour and welfare are good

The childminder fosters children's love of the outdoors. Children are provided with plenty of opportunities to enjoy fresh air and exercise. This contributes to their good health. For instance, children enjoy playing football in the garden. They extend coordination skills as they kick balls and exert themselves. Children behave well and are cooperative. They are polite and listen. The childminder is kind and gentle. Children are reassured by her caring nature and share positive relationships with her. For example, children regularly check the childminder is close by before they return to their games. Children's emotional well-being is well supported.

### Outcomes for children are good

Children make steady all-round progress from their starting points. Children actively participate in play. They are eager and motivated to learn. Children follow instructions and develop good understanding of spoken language. Younger children's physical skills emerge well and they enjoy practising newly established walking skills. Children acquire a range of key skills in preparation for their next stage in learning and eventually school.

## Setting details

<b>Unique reference number</b>	EY448418
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10069592
<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>	2 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	24 November 2014

The childminder registered in 2012 and lives in the Gorton area of Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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