

# Childminder report

<b>Inspection date</b>	22 November 2018
Previous inspection date	10 March 2015

<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

### **This provision is good**

- The childminder demonstrates relentless commitment to providing quality care and learning opportunities for children. She is not complacent and proactively reflects on her practice to continually improve. Self-evaluation procedures are good.
- The childminder creates a well-organised and stimulating environment for children. They are presented with a rich array of interesting toys and they remain continually occupied. The childminder regularly updates and rotates toys so those available are continually changing. Children remain interested and enthused in the ever-changing environment. They have fun as they learn.
- The quality of teaching to support language development is good. The childminder asks open questions, listens to children's responses and introduces new words as children play. For instance, children learn new vocabulary, such as 'lava' and 'erupt', when they discuss volcanoes during imaginative play. Children become confident communicators.
- Children are awarded plenty of freedom to select resources they wish to play with. Children are confident, independent and self-assured.
- The childminder is extremely calm and gentle. She creates a welcoming environment and friendly atmosphere. Children are relaxed and content. Their emotional well-being is fostered by a kind and caring childminder.
- The childminder provides plenty of opportunities for children to practise existing mathematical skills, such as counting. However, at times the childminder does not make the most of opportunities to deepen children's mathematical knowledge beyond what they already know and can do, such as counting higher numbers and complex problem solving.
- The childminder has not identified a precise plan for her continual professional development to impact on the quality of practice at an outstanding level.

## What the setting needs to do to improve further

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

- extend children's already good mathematical skills even further and make the most of opportunities as these arise during play to introduce complex number problems and counting higher numbers
- build upon good skills and establish a plan for ongoing professional development to help raise the quality of practice even higher.

### 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 a detailed policy, informed by the Local Safeguarding Children Board guidelines. She intends to follow this policy diligently if concerns arise. She knows how to identify, record and report safeguarding concerns to help protect children from potential harm. Partnerships with parents are good. The childminder invests time to share detailed information with parents about their children. Communication is effective and helps to provide linked care and learning between home and the setting. Parents are complementary and comment, 'I cannot recommend the childminder enough, she is professional, kind and caring and ensures the children have fun while also learning new skills'. The childminder carefully tracks children's progress. She is well informed regarding children's key strengths and areas to develop. She uses this information well to inform her targeted teaching.

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

The childminder adapts her practice and interactions to meet children's differing needs and abilities. All children are well supported in their learning, regardless of their age or stage of development. For example, younger children are encouraged to use their hands to find hidden animals in rice. Older children are challenged to use tweezers to locate and pick up toy animals. This simple adaptation to practice promotes all children's participation and engagement. Children are well supported through quality teaching and make good progress. The childminder has high expectations for children and they are provided with continual challenge. For example, children create a house for their toy animals. They are encouraged to work out which animals fit into the toy house and which do not. Children demonstrate a positive attitude to their learning.

### Personal development, behaviour and welfare are good

Children undertake small responsibilities and gain self-confidence when they independently complete tasks. For example, children feed and take care of the childminder's pet tortoise. Children stroke and pat the tortoise in a gentle and considerate manner. They develop compassion and empathy and learn to be kind and caring. Children develop good friendships. The childminder proactively encourages children to share and take turns. They learn to play cooperatively, behave well and develop good social skills. Children enjoy being physically active. A wide range of trips and outings helps to keep children energised and enthused in their learning. For example, children enjoy trips to local parks and woodland walks. Regular fresh air contributes to children's good health.

### Outcomes for children are good

All children make good progress from their starting points. They have a wide vocabulary and build good conversational capabilities. Older children confidently manage their own personal care needs, such as toileting. Children play imaginatively and creatively and enjoy their learning. They demonstrate good physical coordination as they scoop rice and coordinate intricate movements to use tweezers. Children acquire a range of key skills and prepare well for the next stage in their development and the move to school.

## Setting details

<b>Unique reference number</b>	504141
<b>Local authority</b>	Salford
<b>Inspection number</b>	10071172
<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>	0 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	10 March 2015

The childminder registered in 2001 and lives in Swinton, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

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