

Childminder report

Inspection date	29 November 2018
Previous inspection date	20 March 2015

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

This provision is good

- The experienced childminder fully understands her role and responsibilities. She has welcomed support from the local authority adviser and has made vast improvements since the last inspection. She is aware of the strengths of her setting and now identifies areas for improvement. This has helped her to achieve a good standard.
- The childminder and her assistant undertake regular observations and assessments of children's play. Overall, they plan stimulating activities that capture children's enthusiasm and motivate them to learn. All children make good progress.
- Partnership with parents and other settings is strong. The childminder exchanges ongoing information with them. This helps to ensure continuity of care and learning for all children.
- The childminder and her assistant are very friendly and welcoming. Together they provide a tranquil and calming environment. Children develop close bonds with the childminder and her assistant. This contributes towards their happiness, self-esteem and high levels of emotional security.
- The childminder and her assistant do not consistently challenge children's individual next steps in learning to help them to make excellent rather than good progress.
- Occasionally, the childminder's assistant does not allow children sufficient time to respond to questions that she asks. She does not always help children to learn the correct pronunciation of words and support their language skills as well as possible.
- The childminder has not established rigorous systems for the continued professional development of her and her assistant to help to further develop their practice.

What the setting needs to do to improve further

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

- focus more precisely on children's individual next steps and challenge their learning further to help children to make the very best progress possible
- make the best use of opportunities to build on children's early language skills
- establish a targeted programme for professional development to further develop the childminder and her assistant's knowledge and skills.

Inspection activities

- The inspector toured the premises. She observed the quality of teaching indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to the childminder, childminder's assistant and children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability, and the suitability of all adults who live and/or work on the premises.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management is good

The childminder attends mandatory training and works closely with her assistant to share ideas and information. She also receives ongoing support and guidance from the local authority adviser. Overall, this has helped the childminder to make ongoing improvements and develop her practice. The arrangements for safeguarding are effective. The childminder and her assistant are aware of child protection procedures. They know the correct steps to follow should they have a concern about the welfare of a child. They have both completed safeguarding training and are familiar with wider safeguarding issues that could affect children and families. This helps to keep children safe.

Quality of teaching, learning and assessment is good

As children enjoy water play the childminder asks some purposeful questions. This helps children to think about and communicate their responses. Overall, this contributes towards their thinking and speaking skills. The childminder helps to promote children's physical skills. For example, she takes them outdoors each day for fresh air and active play. Older children partake in planned exercise sessions after school. Younger children climb and balance on large play apparatus in the lounge. The childminder encourages young children to throw balls through large decorated hoops. Boys negotiate space and show increasing control when playing football.

Personal development, behaviour and welfare are good

The childminder and her assistant warmly interact with children and join in with their play. The childminder is a kind and caring role model. She provides clear guidance about what is acceptable behaviour. Children behave well and develop good social skills and consideration for others. For example, young children interact and share toy fish as they scoop up water. They fill each others' containers and harmoniously play side by side, taking care not to splash each other. Children are familiar with daily routines and develop good self-care skills. For example, young children wash their own hands before meals and feed themselves competently with a spoon. Children benefit from a wide range of outings in the local community. They play outside in all weathers. This contributes towards their physical health and well-being.

Outcomes for children are good

All children, including those who speak English as an additional language, make good or at least typical progress. Young children develop skills needed for future learning, including writing. For example, they make marks and form recognisable shapes using coloured pens. Older children are well-prepared for school. For example, they visit a local museum with the childminder to reinforce a school theme. Children express their own preferences and make independent choices. For example, they eagerly choose props from the 'magic box' to indicate which song they want to sing. Young children capably operate technology resources, delighting in the sounds and lights of cause-and-effect toys.

Setting details

Unique reference number	EY381679
Local authority	Manchester
Inspection number	10059642
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 March 2015

The childminder registered in 2008. She lives in Miles Platting, Manchester. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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