

# Childminder report

<b>Inspection date</b>	29 November 2018
Previous inspection date	11 August 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

- Children's safety is given utmost priority by the attentive and cautious childminder. Risk assessment procedures are rigorous and the childminder continually checks the safety of her home. Equal vigilance is implemented when children enjoy trips and outings to help to promote their welfare.
- The childminder establishes effective partnerships with parents. Open two-way communication helps parents to remain fully informed about their children's care and learning. Parents are highly complimentary about the quality of service they experience. They comment, 'the childminder has a really lovely manner with all the children in her care. She is always kind, calm and patient with them and all the children are happy, well behaved, safe and know what is expected of them'.
- The childminder makes learning fun. Children explore and investigate with enthusiasm, intrigue and excitement. Children enjoy their learning and develop a positive 'can-do' attitude. This contributes to children's good all-round progress.
- Children are happy and content in the childminder's care. The childminder provides clear and consistent boundaries for children. Coupled with established routines, children know what is expected of them and behave well.
- Overall, the childminder has high expectations for children and they are presented with adequate challenge to extend their skills. However, occasionally the childminder does not make the most of opportunities to extend children's counting and knowledge of quantities.
- The childminder does not extend assessment procedures to identify precise next steps to help target teaching and deliver activities with specific focus to support children's learning even further.

## What the setting needs to do to improve further

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

- extend opportunities to strengthen children's knowledge of counting and quantities
- strengthen assessment procedures even further and deliver activities and teaching with specific focus that rapidly narrow any gaps in learning.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this had 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 knows exactly how to identify signs a child may be at risk from harm. She has completed recent safeguarding refresher training to ensure her knowledge is up to date. The childminder has a detailed safeguarding policy for her reference, if required. The childminder is highly experienced and very motivated. She enjoys working with young children and this passion translates into dedication and commitment to providing a high-quality service for children and families.

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

The childminder creates a vibrant, bright and interesting environment. For instance, a selection of toys and activities are interestingly arranged. The well-planned learning environment contributes to children's progress as they remain continually busy and engrossed in activities and the toys available. Children are provided with many opportunities to use and apply new skills in practical ways. For instance, children have recently learnt familiar letters, such as those from their names. They practise writing these letters in foam using their fingers to make marks. Children develop early literacy skills in a fun and creative manner. The childminder is a good role model. She participates in children's games and subtly guides their learning through her interactions and suggestions. For example, children are challenged to predict what will happen when two colours mix together. Children develop excellent critical thinking and problem-solving skills.

### Personal development, behaviour and welfare are good

Children benefit from a relaxed, flexible and gradual settling-in period. The childminder invests time with parents at the beginning of the placement. She gathers detailed information about children's care preferences and skills. This helps children to feel emotionally secure and reassured by complementary care routines. Children are provided with nutritious, hot, home-cooked meals each day. They have good appetites and enjoy their food. This contributes to children's good health. Children are rewarded with praise for their efforts and plenty of encouragement is readily provided when children try. Children are confident, self-assured and demonstrate a strong sense of self-esteem.

### Outcomes for children are good

Children make good progress from their starting points. They grow in confidence and independence. They make choices and decisions about the toys they wish to play with. Children are sociable and enjoy the company of others. Older children nurture and care for younger children, developing empathy and kindness. Children concentrate for sustained periods of time and enjoy learning new things. Children are well prepared for the eventual move to school.

## Setting details

<b>Unique reference number</b>	500516
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10064757
<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 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	11 August 2015

The childminder registered in 1994 and lives in Manchester. She operates all year round from 8.15am to 4.15pm, Monday to Friday, except for bank holidays and family holidays.

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