

Childminder report

Inspection date	9 January 2019
Previous inspection date	11 December 2014

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Met	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 implements extremely thorough risk assessment procedures. She meticulously checks the safety of her home and implements measures to reduce and remove potential risks. Children explore and learn safely.
- The childminder's partnerships with parents are strong. She values open communication and invests time in sharing information. For example, she shares regular updates with parents about children's progress to help to support children's continued learning at home.
- Children are presented with a range of interesting and varied activities and resources. Children remain continually busy and enjoy their learning.
- The childminder is a skilful teacher. She incorporates increasing degrees of challenge as activities progress. Her expectations for children are high. Children make good all-round progress and learning is enjoyable. Children of all ages display a positive attitude to learning new skills.
- Children are confident in group situations and assert their thoughts, ideas and feelings confidently. Their friendships flourish and children share, take turns and play cooperatively with others. Children are social and happy at this friendly setting.
- The childminder conscientiously observes children's key achievements and monitors development. However, she does not use this information effectively to identify what children need to learn next and teaching is not consistently precisely focused to optimise learning at the very highest level.
- Children's independence is not fully fostered. The childminder is occasionally overly attentive and completes tasks for children without allowing sufficient time and space for them to try for themselves.

What the setting needs to do to improve further

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

- extend assessment systems to identify exactly what children need to learn next and deliver teaching with further precision to help children make outstanding progress
- make the most of opportunities for children to complete tasks for themselves to further strengthen children's independence.

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 discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children.
- The inspector took account of the views of parents through written comments provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has completed recent refresher training associated with child protection. She regularly reviews current guidance from the Local Safeguarding Children Board to ensure her skills and knowledge are up to date. She understands the signs and symptoms that may suggest a child is at risk from harm and the appropriate actions to take. The childminder is ambitious and thoroughly enjoys working with young children. She reads widely and reflects on her practice to reinforce her already good knowledge and skills further. Her knowledge is continually improving. The childminder's uncompromising drive and commitment have a positive impact on the quality of service offered.

Quality of teaching, learning and assessment is good

The childminder is an attentive teacher. Her interactions are flexible and responsive to children's interests. This helps to enthuse and engage children in their learning. The childminder makes the most of spontaneous learning opportunities as they arise. For example, children show an interest in footballs when playing outdoors. The childminder recognises this and challenges children to kick and run after balls, promoting their physical coordination and understanding of instructions. The quality of teaching to support children's language is particularly strong. The childminder repeatedly asks open questions, pauses and allows sufficient time for children to respond. Furthermore, the childminder introduces new words to extend children's vocabulary, such as 'frozen' and 'frost' to describe the weather. Children become confident communicators.

Personal development, behaviour and welfare are good

The childminder provides simple and nutritious meals. This helps to promote children's good health. Furthermore, she is experienced in safely meeting the needs of children with special dietary requirements and effectively fosters children's welfare. The childminder offers an inclusive and welcoming service and all children's individual needs are closely met. Children are kind and affectionate towards others. Older children regularly cuddle babies and check that they are happy and entertained. Children are friendly and demonstrate empathy and respect towards others. Children experience fresh air and exercise every day. This helps to promote their good physical well-being. The childminder's programme of play outside is extensive and contributes to children's enjoyment of nature. For instance, children enjoy regular picnics and nurture sunflowers in the garden.

Outcomes for children are good

Children make good progress from their starting points. They hold pens and make intended marks when colouring with felt tips. This helps to prepare children for early writing. Older children demonstrate good mathematical skills. They count and understand positional language, such as 'top' and 'bottom' when stacking cups into a tower. Children listen to stories as they are read. They recall the main events in books and talk about characters and illustrations. Children develop excellent early literacy skills. Children prepare well for the next stage in their learning and the eventual move to school.

Setting details

Unique reference number	EY463674
Local authority	Trafford
Inspection number	10083556
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 December 2014

The childminder registered in 2013 and lives in Altrincham, Trafford. She operates all year round, from 7.45am to 6pm from Monday to Friday, except for bank holidays and family holidays.

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