

Childminder report

Inspection date	15 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 enthusiastic childminder monitors and evaluates the quality of her provision well. She makes regular improvements utilising her growing knowledge and experience. She obtains the views of parents and children to help her to develop plans for the future.
- The childminder builds strong partnerships with parents from the outset. She successfully gathers and shares information relating to children's care and learning. For example, the childminder shares regular updates and parents provide video clips of children's achievements at home. This shared approach contributes to the good progress that children make.
- Children's physical well-being is promoted in a range of ways. For instance, children engage in daily tooth brushing routines and they begin to understand the importance of oral hygiene. Additionally, they access plenty of fresh air, exercise and they benefit from a healthy diet.
- The childminder provides a very homely, well organised and safe environment for children to play in. She provides a variety of good-quality toys and resources to meet the needs and interests of all children.
- Relationships between children and the childminder are secure. Children thoroughly enjoy the childminder's company and demonstrate this as they laugh, giggle and play closely together. The childminder is warm and nurturing and she understands children's individual needs well. For instance, she identifies when children require a rest and she quickly provides them with familiar items from home.
- Occasionally, during planned activities, the childminder over directs children's play. She does not always recognise the benefits of children being able to fully concentrate on their own tasks and introduce their own ideas.
- Sometimes, the childminder speaks to young children using complex sentences that they do not fully understand. This does not always encourage children to understand and say new words.

What the setting needs to do to improve further

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

- allow children even more time to explore and introduce their own ideas during activities and maximise their concentration and engagement in learning even further
- use simple language and sentences more consistently and support the development of children's good language skills further.

Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

The childminder uses a range of robust policies and procedures to help her to underpin her good practice. She teaches children how to keep themselves safe through everyday routines and play. For instance, during role play the childminder talks to children about the cooker being hot and explains to them why they shouldn't touch it. Safeguarding is effective. The childminder has a clear understanding of how to identify a child that may be at risk of harm. She understands the procedures to follow in the event of a concern about a child. The childminder is committed to continually updating and enhancing her skills and knowledge. For example, she accesses a wealth of training, she reads information online and shares ideas with other childminders.

Quality of teaching, learning and assessment is good

The childminder provides children with varied opportunities to practise their physical skills and coordination. Children delight as they move their hands and fingers around in foam to create lines and simple shapes. The childminder closely supervises children as they pick up small slippery balls using their fingers and thumbs. Children enjoy the challenge and persevere until they succeed. The childminder makes excellent use of many opportunities to extend children's mathematical understanding further. For example, she helps children to compare the size of different everyday objects, such as two spoons. Children correctly identify which one is bigger than the other. The childminder utilises her positive relationships with parents to guide them to extend children's learning at home. For instance, she provides informative leaflets and creates newsletters providing advice on a range of subjects, such as toilet training. The childminder monitors children's progress regularly. This helps her to identify any gaps in their development and, overall, she plans effectively for children's next stage in learning.

Personal development, behaviour and welfare are good

The childminder takes children on regular trips around the local area. For example, she visits parks and places of interest, such as the post office. This provides children with the opportunity to meet a range of different people and supports their understanding of diversity. The childminder works closely with other local childminders and they meet up and attend play groups together. This enables children to socialise in larger groups and helps to prepare them for school. The childminder is respectful and treats children with kindness and concern at all times. Children's behaviour is good. With guidance, they take turns and enjoy working together to complete tasks, such as setting the table for lunch. The childminder regularly praises children and this has a positive impact on their self-esteem. For example, children clap and smile in response to the praise that they receive.

Outcomes for children are good

Children are motivated to learn and confident to try new activities, such as sensory play. They already demonstrate some of the skills required for their eventual move to school. For example, children find their boots and coats and try hard to put them on independently. They show an interest in numbers displayed in the environment and they use number names as they play.

Setting details

Unique reference number	EY539168
Local authority	Manchester
Inspection number	10089515
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	0 - 2
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

The childminder registered in 2016 and lives in the Benchill area of Manchester. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

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