

Childminder report

Inspection date	21 January 2019
Previous inspection date	3 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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 is well qualified and experienced. She provides an engaging and well-resourced play and learning environment in her home. Children demonstrate that they feel secure and happy in the childminder's care.
- Parents describe the childminder's manner as warm and approachable. They praise her highly professional approach to settling new children into her setting. Parents feel well informed about children's progress and well-being. They comment that the childminder always has time to talk with them.
- The childminder promotes children's communication and language effectively. This is exemplified when she sings action songs. Children watch and listen attentively. They copy the actions and begin to anticipate and say rhyming words.
- The childminder meticulously follows robust policies and procedures and this helps to promote children's welfare. For example, she works in close partnership with parents to record and monitor the medication she administers. The childminder trains her assistants to understand and follow the setting's procedures.
- Although the childminder evaluates the quality of her provision well overall, her evaluations do not lead to sufficiently challenging targets that promote continuous improvement in her teaching.
- Sometimes, the childminder does not use information from observations really effectively to identify what children need to learn next as precisely as possible.

What the setting needs to do to improve further

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

- extend the self-evaluation process, so that it looks more closely at the quality of teaching and the impact it has on children's learning
- make the most of what is known about individual children's achievements, so that teaching focuses even more precisely on what children need to learn next.

Inspection activities

- The inspector observed the quality of teaching during daily routines and activities. She discussed a planned activity with the childminder. She assessed the impact that interactions and activities have on children's learning.
- The inspector looked at relevant documentation, such as evidence of the suitability of the childminder and her assistants to work with children.
- The inspector took account of the views of parents and carers.

Inspector
Susan King

Inspection findings

Effectiveness of leadership and management is good

The childminder demonstrates commitment to continuously developing her professional skills and knowledge. She attends training and applies what she learns. For example, the childminder undertook training that has helped her to promote children's speech, language and communication development even more effectively. Safeguarding is effective. The childminder is vigilant and knowledgeable with regard to matters of child protection. She knows what to do if she is concerned that a child may be at risk of abuse or neglect. The childminder shares information with other settings that children attend. This helps to promote continuity in children's care and learning.

Quality of teaching, learning and assessment is good

The childminder takes account of children's interests when she plans activities. For example, children demonstrate an interest in dinosaurs, so the childminder reads books that feature dinosaurs. Children look carefully at the pictures. They think and talk with the childminder about the story that is unfolding. This helps to promote children's early reading. The childminder teaches children to use and understand numbers. For example, children build towers and find out that a tower built with five bricks is taller than one built with three. The childminder makes accurate assessments of children's progress. She works with parents to complete the progress check for children aged between two and three years.

Personal development, behaviour and welfare are good

The childminder is a friendly and reassuring role model. She builds good relationships with children and they welcome her company. The childminder teaches children to follow well-established rules and routines. This helps children to respect other people and to develop self-control. The childminder identifies and minimises risks to children's safety in her home and on outings. She teaches children to make their own decisions about safety. For example, children learn to check whether the slide at the park is dry enough to play on. Children eat a healthy, balanced diet and learn why this is important. The childminder makes sure that children with allergies to certain foods are catered for safely.

Outcomes for children are good

Children are eager learners who make good progress. They acquire the skills, knowledge and attitudes to learning that prepare them well to start school. Children match written numerals and begin to read them. They recite numbers correctly in sequence and begin to understand that numerals denote quantity. Children understand that written letters represent sounds. They can recall the sequence of events in familiar stories. Children develop independence. For example, they learn to put on and take off their coats. Children form good habits in their personal hygiene. For instance, they know that they must wash their hands before they eat.

Setting details

Unique reference number	504144
Local authority	Salford
Inspection number	10065672
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 7
Total number of places	18
Number of children on roll	11
Date of previous inspection	3 August 2015

The childminder registered in 2001 and lives in Eccles. Her provision operates all year round, from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with two assistants.

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