

# Childminder report

<b>Inspection date</b>	24 January 2019
Previous inspection date	20 July 2016

<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 are happy and settled in the childminder's care. During settling-in sessions the childminder asks parents for extensive information on care needs, routines and development so far. This helps her to settle children quickly and effectively.
- The childminder is responsive to children's needs and interests. She observes skills that children are trying to master and offers opportunities to help them make good progress.
- The childminder is calm and patient. She plays at the children's level, offering support, praise and encouragement. This helps to build children's confidence and self-esteem effectively.
- Partnerships with parents are very good. The childminder writes regular detailed progress summaries which she shares with parents. This helps parents to know how they can help their child at home and supports continuity for the child's learning and development. Parents are very complimentary about the childminder, especially with regard to how she communicates with them.
- The childminder uses opportunities that arise in activities to incorporate what children already know in order to help them develop their understanding further. For example, when painting, the childminder links the colours of the paint to things that children are already familiar with, such as yellow like the sun.
- The childminder does not consistently utilise all opportunities that arise to promote children's communication skills further.
- The childminder has not established a highly focused plan in order to drive forward future improvements.

## What the setting needs to do to improve further

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

- enhance teaching skills to ensure that all opportunities to strengthen children's communication skills are taken
- focus more precisely on developing a plan to help drive forward future improvements.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and on a walk in the local woodlands, 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 a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector took account of the views of parents through written feedback provided.
- The inspector spoke to children during the inspection.

**Inspector**  
Nicola Eyre

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of child protection issues and knows the procedure to follow if she has concerns about a child's welfare. She follows comprehensive policies and procedures and maintains well-organised records that help to promote children's safety. Overall, the childminder reflects well upon her practice and involves parents and her co-childminder. She reflects upon the activities that she provides to determine if they fully support the children to make progress. She attends regular training to help develop and update her own knowledge and understanding. The childminder carries out detailed assessments to help her recognise the progress that children have made. She uses these assessments effectively to plan activities that support children to make good progress.

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

The childminder supports children's sensory development well. Children are encouraged to smell cinnamon sticks and leaves while playing with a range of natural objects. They enjoy blowing through wooden tubes and feeling the sensation of the childminder's breath on their face. They feel a range of different textures, such as spikey fir cones, and enjoy painting with their fingers. The childminder encourages children to explore resources, make choices over their own play and take the play in their own direction. For example, children enjoyed using slices of wood to build towers. They concentrated on balancing the pieces of wood on their side and then rolling them to each other. This helps to build children's motivation, concentration and physical skills well.

### Personal development, behaviour and welfare are good

The childminder supports children's physical well-being effectively. She takes children on regular walks within the community. For example, children enjoy walking in the local woodland and attending soft-play centres, where they have opportunities to develop their climbing skills. Children's safety is carefully considered as young children are encouraged to explore the environment. This helps them learn about the world around them. Children are supported to be independent. For example, they skilfully use cutlery at lunchtime to feed themselves. The childminder successfully reinforces these skills through the child's play, for example tasting pretend food in the role-play kitchen. Children are well behaved. The childminder uses a range of positive behaviour management techniques to support children to develop their understanding and to help them share with others.

### Outcomes for children are good

Children have formed secure relationships with the childminder, the other children that attend and the childminder's co-childminder. They readily approach the childminder for cuddles and reassurance. Children enjoy giving dinosaurs a bath in soapy water to make them clean and pretend to feed them leaves. They enjoy dancing to music and taking part in action songs. Children are working in line with expectations for their age and make good progress in their learning and development. They develop key skills needed for their future learning.

## Setting details

<b>Unique reference number</b>	EY458945
<b>Local authority</b>	Salford
<b>Inspection number</b>	10065704
<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 - 1
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	20 July 2016

The childminder registered in 2013 and lives in the Worsley area of Manchester. She operates from 7am to 5.30pm on Wednesdays and Thursdays only, all year round, excluding family holidays and bank holidays. The childminder works alongside a co-childminder.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

