

Childminder report

Inspection date	1 February 2019
Previous inspection date	12 January 2017

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

- Partnership with parents is excellent. The childminder exchanges ongoing information with them. For example, she shares a detailed learning record with an array of photographs, observations and an assessment 'flower'. This helps to ensure continuity in learning for all children. Parents comment that children have made very good progress, due to the childminder's strong teaching.
- The enthusiastic and dedicated childminder uses her experience and knowledge, generally, well to help children to make good progress. The childminder provides some inspiring activities that capture children's interests. For example, children delight in exploring the texture of porridge oats and dry rice in a large tray. This contributes towards their strong exploratory impulse and sensory development.
- The childminder provides a warm and homely environment. Children develop strong and lasting bonds with the friendly childminder. She takes time to get to know them well. This contributes towards their self-esteem and emotional security. Children of different ages play cooperatively together. They are happy and content.
- The childminder attends regular training. She completes online courses and receives support from the local authority adviser. The childminder subscribes to childcare forums and uses the internet to keep up to date. This helps her to be aware of her role and responsibilities and has helped her to maintain a good standard.
- The childminder does not have a precisely focused system for self-evaluation to prioritise specific areas for improvement and raise the overall practice to an outstanding level.
- At times, children are unable to access the good range of resources and make independent choices from toys and equipment. This impacts on their usually good behaviour and ability to lead their own learning.
- The childminder does not maximise opportunities for young children to develop their literacy skills.

What the setting needs to do to improve further

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

- strengthen self-evaluation and identify specific priorities for improvement and help to raise the quality of practice to the highest level
- offer children even more chances for decision making and provide further opportunities for them to make independent choices and lead their own play
- enhance opportunities for children to develop their reading and writing skills.

Inspection activities

- This inspection was carried out following the risk assessment process.
- The inspector toured the premises. She observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector carried out an evaluation of teaching with the childminder.
- The inspector looked at relevant documentation, such as policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live on the premises.
- The inspector took account of the views of parents.

Inspector
Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Children are well protected. Detailed policies and procedures are used well. For example, the childminder maintains the required adult-to-child ratios. She completes a daily record of children's hours of attendance. Risk assessments and daily checks of the environment are used to maintain safety. For example, the front door is always locked. This means that the premises is kept secure. The childminder is aware of child protection procedures and knows the correct steps to follow should she have a concern about the welfare of a child. She understands what significant events must be notified to Ofsted and she ensures that all adults who live in the premises are suitably vetted. This helps to keep children safe.

Quality of teaching, learning and assessment is good

Children experiment with appealing sensory textures. They capably operate spray bottles filled with water and delight when the consistency of oats and rice change from dry to wet. The childminder introduces toy animals and different sized metal containers and children laugh and giggle as they fill them with scoops of the cold, soggy mixture. The childminder asks purposeful questions which encourage children to think about and communicate their responses. This contributes towards their thinking and good speaking skills. For example, children confidently name animals, count the number of scoops and older girls use descriptive language to describe what they are feeling. The childminder provides some vehicles for children to play with. Two-year-old boys line up the cars and expertly count them and recognise the different colours.

Personal development, behaviour and welfare are good

The childminder enjoys her time with children and enthusiastically joins in with their play. She promotes house rules and is a positive role model. The childminder is calm and provides clear guidance about what is acceptable behaviour. Overall, this contributes towards children's self-esteem and confidence as they know what is expected of them. Children are familiar with daily routines and develop good self-care skills. For example, they brush their own teeth after lunch and delight in showing their 'clean and shiny teeth'. Children find individual beds and blankets and settle down and the childminder reads a story before rest and sleep time. The childminder provides nutritious home-cooked food which children thoroughly enjoy. This helps to support their physical health and well-being. Lunch time is a social occasion and the childminder encourages children to use good table manners. This contributes towards their good awareness of social etiquette.

Outcomes for children are good

Children learn many skills for future learning and the move to school. Children are keen and interested. They count, recognise colours and immerse themselves in group activities. Older children help and support younger children. For example, they help them up from a lying down position and pick up items that they drop on the floor. Overall, children's views are sought and listened to. For example, older children complete questionnaires and share their likes and dislikes. All children show good levels of confidence and speak positively to visitors.

Setting details

Unique reference number	EY320275
Local authority	Manchester
Inspection number	10093376
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	8
Date of previous inspection	12 January 2017

The childminder registered in 2006 and lives in the Blackley area of Manchester. She operates from 8am to 6pm, Monday to Friday all year round, except for family holidays. The childminder is available to work bank holidays by negotiation. She holds an appropriate qualification at level 3.

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