

# Childminder report

<b>Inspection date</b>	7 February 2019
Previous inspection date	23 March 2015

<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 make good progress. The childminder has thorough procedures in place to monitor children's progress. She acts swiftly to narrow any gaps in learning and development.
- The childminder evaluates her practice and provision well. She makes positive changes that benefit children. For example, she has improved her weekly menus by working collaboratively with a local dietician to ensure children are given healthy choices in their diet.
- The childminder gives children opportunities to socialise with others. For instance, they attend local playgroups where they learn to share and take turns. Children develop the skills they need in readiness for their future move on to nursery and school.
- Children develop warm, playful relationships with the childminder. They enjoy her company and show how secure and comfortable they feel in her home.
- The childminder maintains good relationships with parents. She makes effective use of daily handover discussions and closed social media to keep them up to date with their children's daily experiences.
- The childminder does not gather enough information from parents about what their children already know and can do before they start.
- The childminder has not fully explored ways to continually build on the quality of her practice and develop an expert knowledge of teaching.

## What the setting needs to do to improve further

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

- gather more detailed information from parents about the skills and abilities children already have when they first start
- seek wider training opportunities to raise skills and knowledge to a higher level.

### 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 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 spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

### Inspector

Lindsey Wallwork-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder keeps up to date with child protection and safeguarding issues. She recognises the possible signs of abuse and is clear about the action to take. The childminder has the required policies in place which contribute to the smooth management of her setting. She checks her home every morning, prior to children's arrival, and takes steps to minimise any risks. This gives the children a safe space to play in. The childminder attends mandatory training such as paediatric first aid. The childminder offers help and support to parents if required. For example, she shares activity ideas that the children have particularly enjoyed to enable them to try it at home.

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

The childminder plans a range of activities based around the children's interests and needs. Children enjoy playing with the trains and cars. They persevere to match the colours and enjoy driving the cars in and out of the garage. The childminder knows when to step back and allow children time to complete the task themselves. This helps them to develop their problem-solving skills and concentration. Children develop their hand-to-eye coordination as they thread cereal hoops onto straws. The childminder extends this learning by changing the straws to string, to add more challenge to the activity.

### Personal development, behaviour and welfare are good

The childminder is a good role model. She gives attention to children when they talk and teaches them to listen. Children's behaviour is good. They respond well to praise and they are polite and friendly. The childminder helps children to develop healthy lifestyles. Children engage in handwashing prior to eating and understand the reasons why this routine is in place. The childminder plans nutritious meals for children and regularly involves them in food preparation. For example, children enjoy spreading the butter on their toast and pouring their own drinks. Children are very independent and comfortable with their routines and self-care.

### Outcomes for children are good

Children are able to freely access the resources they need to extend their play and development. For example, children play imaginatively with the small world people, arranging the furniture in the doll's house and pretending to put the people to bed. Children are motivated to join in activities and they are eager to learn. They maintain good levels of concentration and engagement.

## Setting details

<b>Unique reference number</b>	307211
<b>Local authority</b>	Salford
<b>Inspection number</b>	10071167
<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>	2 - 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	1
<b>Date of previous inspection</b>	23 March 2015

The childminder registered in 1994. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays.

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.

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