

# Childminder report

<b>Inspection date</b>	8 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 knows children in her care well and meets their individual needs effectively. Children are well settled and emotionally secure in their relationships with the childminder.
- Observation, assessment and planning arrangements are robust. Parents are kept well informed of their children's developmental progress and contribute well towards intervention plans to support individual needs. Gaps in learning are quickly identified and all children make good progress.
- Partnerships with parents are strong. Parents commend the childminder on her loving and caring nature and are very complimentary about the care she offers.
- The childminder has very strong links with the local school. She frequently communicates with teachers to share information about children's care, learning and development. This shared approach ensures children's learning is tailored to their current interests.
- The childminder reviews her practice regularly. She evaluates individual focused activities and identifies further ways to improve play and learning opportunities for children. The views of parents and other childcare professionals are included in the evaluation process.
- Children behave very well. They confidently communicate their feelings and are supported very well by the childminder to embrace their individuality. Children have a strong sense of belonging and a good understanding about the consequences of their actions on others.
- The childminder does not organise resources in a way that allows them to be easily accessible for all children to freely explore and investigate at their own pace.

## What the setting needs to do to improve further

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

- refine the organisation of resources, so that children can independently investigate and play at their own pace.

### Inspection activities

- The inspector observed activities indoors and assessed the impact they have on children's learning.
- The inspector viewed a range of documentation used by the childminder, including policies, procedures and children's learning journeys.
- The inspector toured the premises and viewed the areas used for childminding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector checked the evidence of suitability for all adults living in the home.

### Inspector

Shelley O'Brien

## Inspection findings

### Effectiveness of leadership and management is good

The childminder has carried out extensive risk assessments of her home to ensure children are kept safe from harm. Children manage risks very effectively during their play and follow rules very well. Safeguarding is effective. The childminder is clear about the signs, symptoms and indicators of abuse and neglect. She has a secure understanding of wider safeguarding issues, such as radicalisation and extreme views. The childminder has policies and procedures in place that are shared with parents and she is aware of the local authority pathway to follow should she have any concerns about a child in her care. The childminder works collaboratively with other professionals to support children's learning and progress. She uses her precise and regular assessments of children's learning to identify relevant professionals to approach in order to help support learning further. The childminder attends regular training programmes and keeps up to date with changes related to childcare. She shares this knowledge with parents in order to raise standards across her setting and improve outcomes for children.

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

Children enjoy playing with their peers and the childminder in this homely environment. They engage in activities and support each other's play. The childminder works tirelessly to support early communication skills. She speaks clearly to children and reinforces their words and phrases, using the correct grammar and pronunciation. The childminder asks simple questions of children to allow for their ongoing development and understanding of the spoken word. For example, she asks children to describe the sound that play equipment makes when it is used. Children relish these opportunities to develop their learning and are confident communicators. Children enjoy learning about numbers and shapes during craft activities. They excitedly explore texture and colours using cereal grains and paints. Children use their hands and the various tools, such as brushes and sponges provided for them, to investigate and create artwork to take home.

### Personal development, behaviour and welfare are good

The childminder effectively supports children's growing understanding of healthy living. She has high expectations of them and provides good opportunities for children to independently select and self-serve healthy foods. Children show delight while dressing themselves and beam with happiness while receiving praise and encouragement from the childminder. Children receive regular physical exercise. Daily trips out to the local park and playgroup provide opportunities to support their large-muscle development very well. Children are learning about the world around them. They engage in activities that support their understanding of different cultural festivals and they visit places of interest to learn about animals and how to care for them.

### Outcomes for children are good

Children are naturally inquisitive and curious, and explore activities with confidence and independence. They develop strong friendships and have positive attitudes towards their learning. All children make good progress in their learning and develop the necessary skills for future learning and their eventual move on to nursery or school.

## Setting details

<b>Unique reference number</b>	EY541867
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10090366
<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 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in the Gorton area of Greater Manchester. She operates Monday to Friday from 7am to 6.30pm, all year round, with the exception of bank holidays and family holidays.

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