

# Childminder report

<b>Inspection date</b>	14 March 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

- Teaching is consistently good. The childminder responds very well to children's emerging needs and interests. She carefully guides their development and encourages them to explore their own ideas. All children make good progress in their learning and development.
- The childminder is skilful at extending children's language. She repeats key words and sensitively models these correctly during her interactions with younger children.
- The childminder helps children to make good progress in their mathematical skills. For example, she promotes opportunities for younger children to count in their everyday play and routines.
- Children settle quickly and demonstrate that they feel safe, reassured and secure in the childminder's care. The childminder knows children well and each child's routine. She recognises when they are becoming tired or hungry or need cuddles or reassurance.
- The childminder is a good role model. She demonstrates good manners and provides strong support for children's social skills. Children are polite, behave well and learn to respect and value other people.
- Parents are very complimentary about the quality of care provided for their children. They comment that children 'love spending time with her and get so much out of the activities'.
- Information from parents about children's learning from home is not regularly obtained, to further inform the childminder's assessment of children's abilities.
- The childminder has not yet established a good two-way flow of information with the schools children attend, to ensure continuity in their learning.

## What the setting needs to do to improve further

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

- continue to explore ways to involve all parents as fully as possible in their children's learning, to gather more information about children's learning and development
- strengthen arrangements for sharing information with the school children attend to more effectively support continuity in children's learning.

### Inspection activities

- The inspector observed the quality of teaching indoors and assessed the impact this has on children's learning.
- The inspector looked at children's records, a sample of policies and evidence of the suitability of the childminder and other adults in the household.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector spoke with the childminder at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

#### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a thorough understanding of the procedures to follow should she be concerned about the welfare of a child. She has robust policies and procedures that she uses well to underpin her practice. She uses risk assessments effectively to identify and minimise potential hazards in her home, garden and while on outings. The childminder uses self-evaluation well. She continually reflects on her practice and obtains the views of parents to ensure children experience good-quality learning opportunities. She regularly undertakes training to enhance the quality of her practice, and this has a positive impact on the quality of teaching. The childminder monitors children's progress to quickly address any potential gaps in their learning, including accessing the support and advice of outside professionals when needed.

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

The childminder has a good understanding of how children learn through play. She uses robust observation, planning and assessment to provide a purposeful learning environment that is relevant to children's individual needs. For example, children particularly enjoy taking care of and washing toy dolls. Children direct their own play and select resources independently. They show good concentration as they learn. For instance, younger children delight in exploring printing with paint and learn to use objects to make different patterns in their creative designs. The childminder supports children's mathematical development well. For example, they learn to recognise numbers and are encouraged to investigate and sort different colours and shapes.

### Personal development, behaviour and welfare are good

Settling-in sessions are flexible and are used effectively by the childminder. She offers consistent and high levels of praise and encouragement to children. This helps to support children's confidence and self-esteem. The childminder promotes children's health and well-being effectively and provides children with a wide variety of home-cooked meals. Children are provided with good opportunities to be physically active. They enjoy regular outings in the local environment that further enrich their learning and development. The childminder supports children's understanding of diversity well. For example, she regularly provides opportunities to explore different festivals and cultural practices. Children develop good relationships with their peers.

### Outcomes for children are good

Children are developing a good range of skills for their future learning and their eventual move to school. The childminder creates a homely and nurturing learning environment where children flourish and demonstrate high levels of motivation and engagement in their learning. She supports and encourages children's growing independence in their activities and everyday routines. For example, children learn good hygiene routines and cut their own fruit for snack. They help to set up and tidy away at mealtimes. Children gain confidence as they develop their physical skills. They have many opportunities to practise their early mark making and use their hand muscles. For example, children use pens to colour in pictures and skilfully use tweezers to pick up small objects.

## Setting details

<b>Unique reference number</b>	EY544045
<b>Local authority</b>	Salford
<b>Inspection number</b>	10090437
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Swinton, Manchester. She operates Monday to Friday from 7.30am to 6pm, all year round, except bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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)

