

# Childminder report

<b>Inspection date</b>	22 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

- Children are happy and enjoy their time with the childminder. They share good supportive relationships with her. This helps to support their emotional security.
- Admission procedures are flexible and help to support children's individual needs. The childminder respects children's dietary requirements and their individual care routines. This contributes to them settling in quickly.
- The childminder gathers information from parents about what children enjoy and what they can already do. She uses this knowledge to help to establish starting points for their learning. The childminder makes regular assessments of children's development and plans next steps to help them to make good progress.
- The childminder uses praise and encouragement to help to support children's confidence. She fosters their self-care skills well. For example, children help to prepare their own snack. The childminder supports children's independence effectively. For example, they enjoy the responsibility of helping to tidy up and sweep the floor.
- The childminder promotes positive behaviour well. Children are gently reminded to share resources and to take turns. The childminder uses simple explanations to help to support their understanding.
- The childminder has attended mandatory training and liaises with other childminders to share ideas. This contributes to supporting her professional development.
- Sometimes, opportunities to support children's counting skills are not fully promoted.
- Outdoor learning opportunities are not as varied and stimulating as those indoors and do not consistently build on the interests of children who prefer to play outside.

## What the setting needs to do to improve further

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

- enhance opportunities to promote children's counting skills to help to maximise their mathematical development
- plan more outdoor learning opportunities to build on the interests of children who prefer to play outside.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The inspector held discussions with the childminder and talked to children throughout the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, parents' written comments and training records.
- The inspector considered evidence of suitability checks carried out for all adults living in the home.

#### Inspector

Kate Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder uses effective risk assessment to help to provide a safe learning environment for children. She has recently attended paediatric first-aid training. The childminder has a secure knowledge of signs and symptoms of potential abuse. She knows the correct procedures to follow in the event of a concern. This contributes to supporting children's welfare. The childminder monitors children's learning regularly and shares this information well with parents. She has recently attended training to help to support young children's communication and language development. Parents' comments are very positive about the quality of the provision.

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

The childminder talks about what is happening as she plays alongside children. She introduces new words to help to extend their vocabulary. The childminder asks questions to foster children's thinking skills. She takes account of the different stages of development of the children taking part in the activities and provides appropriate levels of challenge for them. The childminder encourages children to sort objects by their size and colour. This helps to support their mathematical development. The childminder recognises that a child is turning the pages of a book independently. She talks about what they can see and encourages them to help to tell the story. This contributes to supporting their language development and their literacy skills. Children explore cause and effect. For example, they manipulate a range of mechanical flaps and switches. This helps to foster their technology skills.

### Personal development, behaviour and welfare are good

The childminder is calm and affectionate. She responds quickly and sensitively to meet children's individual needs. For example, she gently reassures a tired child as they cuddle into her for comfort. The child quickly falls asleep, demonstrating that they feel secure. The childminder helps to promote healthy eating and children's physical exercise. For example, children enjoy climbing on equipment at the park and at the soft-play centre. This contributes to supporting children's balance and coordination. Children are learning about diversity. They attend local toddler groups where they mix with other children. This contributes to fostering their social skills.

### Outcomes for children are good

All children are making good progress in their learning. They are willing to have a go and join in with a wide range of learning experiences. Children are resilient and enjoy achieving. They are beginning to form friendships. Children try out their own ideas. This contributes to them being motivated and enthusiastic in their learning. Young children are curious. For example, they enjoy exploring the different textures of a range of household objects. This helps to support their sensory experiences. Children are developing skills that will help them in the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY542921
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10089860
<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>	0 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in the Gorton area of Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

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