

Childminder report

Inspection date	23 April 2019
Previous inspection date	27 July 2016

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

- The childminder has secure relationships with children in her care. She gives them praise and supports their emotional well-being effectively. Children have a strong sense of belonging and settle well.
- Regular observations of children's learning help the childminder to identify any additional support children may need. Timely interventions and personalised play opportunities help all children to make good progress.
- Children show positive behaviour given their young age. They use their good manners, take turns and share toys with their peers. The childminder supports children's understanding of feelings and emotions effectively. Children are tolerant and thoughtful individuals who show care towards each other.
- The childminder regularly communicates with parents. She shares information about their children's development, learning and achievements. A collaborative approach helps the childminder to support parents to understand how children learn and to continue their progress at home. Parents are extremely complimentary about the childminder and the care offered to their children.
- Robust self-evaluation supports the childminder's vision to provide the best care she can for children. She focuses improvements to enhance outcomes for children and raise the quality of teaching to a higher level.
- The childminder occasionally works with assistants. She monitors their progress to ensure they are meeting her high expectations. They have received appropriate training.
- The childminder has developed partnerships with other settings. However, these are not as effective as possible to support children's continued learning and transitions.
- Overall, the childminder supports children's communication and language skills. However, the strategies she uses are not propelling children's development of the spoken word as quickly as other areas of their development.

What the setting needs to do to improve further

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

- extend relationships with other early years providers to ensure information is shared about children's learning and development
- extend strategies used for developing children's speech and language skills, to support their acquisition of the spoken word.

Inspection activities

- The inspector observed activities indoors and outdoors and assessed the impact they have on children's learning.
- The inspector had a tour of the areas of the home used for childminding.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector viewed a range of documentation used by the childminder, including policies, procedures, children's records and evidence of suitability for all adults living in the home.
- The inspector took into account the written views of parents.

Inspector
Shelley O'Brien

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure knowledge of the possible signs of abuse and neglect. She is conscious of more-complex safeguarding issues that may affect the children in her care. She has a robust safeguarding policy in place and knows the procedure to follow should she be concerned about a child's welfare. The childminder ensures her assistants are knowledgeable about safeguarding procedures. Comprehensive risk assessments mean children are further protected from harm. Regular discussions with her assistants mean the childminder can identify ways to improve their quality of teaching through training and research. Children are supervised very well and ratios are complied with.

Quality of teaching, learning and assessment is good

Children enjoy a wide variety of activities. They confidently self-select resources and engage in their play with vigour. The childminder supports children's mathematical language during every activity. She encourages children to count, recognise colours and shapes. Early concepts of mathematics are developed through exciting water play. Children enjoy pouring water using different vessels to watch how it moves a waterwheel. The childminder encourages children to problem-solve. They go 'shopping' to buy groceries and use their pretend money to pay for items. The childminder encourages children to count out coins and repeat numbers. Some children are beginning to recognise written numbers and their value. The childminder offers puzzles to children to encourage their thought process and to support their skills in matching items. Children show great delight when engaging in imaginative play with the childminder. They enact roles of characters from their favourite books and enjoy singing nursery rhymes.

Personal development, behaviour and welfare are good

Children have access to a well-equipped outdoor area, which helps to develop their large-muscle development. They are learning to use bicycles, climb expertly and are developing their throwing and catching skills. Children embrace the outdoor learning and relish in the various areas created by the childminder. They are beginning to learn about the wider world. As children spot insects in the garden, the childminder explains to them about how they help the earth and environment. The childminder and her assistants are good role models. Their calm, understanding and fun-filled approach has a positive impact on children's behaviour. Children are polite, courteous and helpful individuals. They have a strong sense of belonging and are confident in their self-care routines.

Outcomes for children are good

Children are developing good skills to support them in their future learning and eventual move to school. They show an eagerness to learn and embrace activities presented to them. New challenges and activities ignite their imaginations and creativity. Children enjoy being in groups and playing with their peers, showing high self-esteem and self-assurance. They are highly independent and take care of their own physical needs very well.

Setting details

Unique reference number	EY388803
Local authority	Manchester
Inspection number	10064798
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	27 July 2016

The childminder registered in 2009 and lives in Manchester. She operates all year round from 7am to 7pm on Monday to Friday, except for bank holidays and family holidays. The childminder occasionally works with assistants.

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