

Childminder report

Inspection date	29 April 2019
Previous inspection date	29 April 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 accurately monitors and assesses children's learning. She tracks children's development and identifies where there are any gaps in their learning. The childminder carefully plans what children need to learn next to help them make good progress.
- The childminder finds out what interests children when they first start and how they prefer to learn. She builds strong bonds with children. Children demonstrate that they feel safe and are very secure.
- Children benefit from a well-resourced and organised play environment. They have access to a wide variety of toys and play materials. Children enjoy a good range of opportunities to develop their physical skills in the outdoor area.
- The childminder regularly seeks the views of parents and children to continually improve her service. She talks to parents about preparing children for changes in their lives, such as potty training and starting at new nurseries or schools. Through written references, parents express high levels of satisfaction with the care and education that the childminder provides.
- The childminder has a good understanding of how children learn and uses her teaching skills well. For instance, she helps children to find animals in a book and encourages them to make the appropriate animal sounds. This develops their early literacy skills.
- Children respond well to the childminder's positive approach to behaviour management. They play together well and follow the childminder's instructions.
- On occasions, the childminder does not consistently build on children's thinking skills to advance their learning to an even higher level.
- The childminder does not routinely provide experiences to promote children's growing independence.
- At times, the childminder does not identify opportunities within daily routines to enhance children's independence. For example, there are missed opportunities at mealtimes to further support children's independence and self-help skills.

What the setting needs to do to improve further

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

- build on children's thinking skills and help them to make the best possible progress in their learning and development
- increase opportunities for children to develop their independence and self-care.

Inspection activities

- The inspector had a tour of the childminder's home. She spoke to children and held discussions with the childminder.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector took account of the views of parents through reading the written feedback provided.
- The inspector sampled a range of documentation, including children's records and evidence of suitability checks.

Inspector

Alexandra Chiorando

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder updates her knowledge of safeguarding practice and procedures. She is fully aware of her responsibilities to protect children from harm. The childminder accesses various training courses to extend her skills and knowledge. She regularly meets with other childminders to share good practice. The childminder monitors children's progress well to ensure that any identified gaps in their learning are narrowing. Partnerships with parents are strong and the childminder provides two-way communication, engaging parents in their children's learning.

Quality of teaching, learning and assessment is good

The childminder provides a good balance between adult-led and child-initiated play and learning. She teaches children about numbers during play. For example, she supports children to count the toy farm animals to increase their understanding of early mathematics. The childminder uses opportunities such as story time to introduce new words to develop children's communication skills. Younger children mimic words and sounds the childminder makes, which develops their growing vocabulary. Toddlers enjoy experimenting with a variety of resources. They show good hand-to-eye coordination when they make chalk marks on boards and fill buckets with sand. The children learn about seeds and how they grow as they complete a planting activity. This develops their knowledge about nature and the wider environment. The childminder helps children to develop their imaginative skills. For example, they play in the toy kitchen together and talk about the meals that they are making.

Personal development, behaviour and welfare are good

The childminder supports children's understanding of how to be safe. For example, when walking to school, she reminds them of how to cross the road. The children devour nutritious, home-cooked meals and snacks. Children are developing an understanding of healthy lifestyles. They enjoy physical play activities. For instance, they develop their balancing and climbing skills as they walk on beams and use play equipment at the park. The childminder provides good opportunities for children to learn about people in their community and the wider world. They regularly visit the shops, the farm and the woods. The childminder takes the children to local playgroups to give them opportunities to meet new friends.

Outcomes for children are good

Children settle in quickly to the childminder's setting. They make good progress in relation to their starting points. Toddlers concentrate and persevere at tasks that interest them. For example, they explore a variety of ways to fill a wheelbarrow with water. They remain engaged as they work out how to carry a range of containers and empty them into the wheelbarrow. They learn a good range of skills and show readiness for the next stages in their learning. Children develop good social skills. They communicate their needs and feelings confidently and learn how to share and play kindly with others. Children understand the importance of washing their hands after using the toilet and before eating.

Setting details

Unique reference number	EY464462
Local authority	Salford
Inspection number	10065707
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	29 April 2016

The childminder registered in 2013 and lives in Worsley, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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