

# Childminder report

<b>Inspection date</b>	2 May 2019
Previous inspection date	28 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 provides a wide range of activities to support children's next steps in learning, linked to their individual interests and abilities. All children make good progress from their starting points.
- Children enjoy learning alongside each other, and happily share activities and resources. For instance, they investigate dinosaurs together and share tools as they dig, scoop and pour materials.
- The childminder promotes children's understanding of mathematics during their play and everyday routines. For instance, she counts with children and encourages them to identify different shapes.
- The childminder places a good focus on supporting children's growing independence. Children are supported well to develop their self-help skills. For example, the childminder encourages them to manage their own personal hygiene and to understand how to stay safe near roads.
- Children behave well and are familiar with the boundaries in place. The childminder has high expectations and teaches the children to be kind to others and to take turns.
- Occasionally, the childminder intervenes too quickly and does not give children sufficient time to think, process their thoughts and respond.
- The childminder's professional development plans are not focused enough on raising the quality of teaching even further, to secure even better outcomes for children.

## What the setting needs to do to improve further

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

- offer sufficient time for children to think before intervening, to help give children more time to think through their ideas, work things out and respond to questions
- target plans for professional development and help to raise the already good-quality teaching practice to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children 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 secure knowledge of safeguarding procedures. She knows what to do should she have a concern about a child's welfare or safety. The childminder has a comprehensive range of policies and procedures. She shares these with parents, so they know how she promotes children's safety. The childminder monitors children's progress effectively, which helps her to accurately identify and address any gaps in their learning and development. She knows the importance of working with other professionals and agencies and to seek early support, when needed. Partnerships with parents are well established and effective. Information about children is exchanged daily. The childminder reviews her practice continually and is driven to provide the best service for children and their families.

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

The childminder uses the knowledge she acquires about children to plan a wide range of interesting activities for them. She makes regular observations of children and uses these to identify the next steps in their learning. Children show a keen interest in creative and imaginative activities. The childminder supports this well, for instance, by providing a range of different tools to explore when painting and opportunities for children to dress up as their favourite characters. Children have good opportunities to develop their understanding of the natural world and living things. For example, they plant vegetables in the garden, which they then prepare and eat. The childminder engages well with children as they play. Children's language development is promoted effectively. The childminder introduces words, models language and encourages children to talk about what they are doing.

### Personal development, behaviour and welfare are good

The childminder promotes children's understanding of good health from an early age. Children know to wash their hands before lunch, and enjoy lots of fresh air and physical exercise. They demonstrate that they feel safe and secure, which helps to support their growing confidence in their abilities. For example, young children learn to use the slide independently with sensitive support and encouragement from the childminder. Older children enjoy riding around on wheeled toys. This helps to promote their balance and spatial awareness. Children learn about diversity and the similarities and differences between themselves and others. The childminder provides children with good opportunities to develop their sense of responsibility. Children eagerly help with everyday tasks, such as tidying up and assisting with the preparation for activities.

### Outcomes for children are good

Children make good progress across all areas of learning. They are active learners and develop good listening, attention and concentration skills. Young and older children enjoy playing together and display good social skills. Children share books and practise mark making. For instance, younger children enjoy writing on a large whiteboard in the garden. Children are motivated to learn and develop the skills they need for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY359561
<b>Local authority</b>	Salford
<b>Inspection number</b>	10065678
<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 - 14
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	28 August 2015

The childminder registered in 2007 and lives in the Lower Broughton area of Salford. She operates all year round from 9am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder supports children with special educational needs and/or disabilities (SEND). She holds a relevant qualification at level 3.

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