

# Childminder report

<b>Inspection date</b>	2 May 2019
Previous inspection date	10 December 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 warm and welcoming environment in which children feel confident to explore and play. She plans a good range of stimulating and enjoyable activities that reflect children's individual stage of development and their emerging interests.
- Children enjoy problem solving together and develop resilience to keep on trying. For example, young children learn to help each other as they fill the watering can using an outdoor tap. They then take turns to water the flowers.
- The childminder uses her skills well to support children's early language and communication development. She involves children in conversation as they play, modelling language and introducing new vocabulary. Children enjoy engaging in exciting song and story sessions.
- Children's emotional well-being is supported effectively. They form a close bond with the childminder and show a strong sense of belonging. The childminder gives children constant praise, helping to build their positive self-esteem.
- Partnerships with parents are strong. Parents speak very highly of the childminder's nurturing approach and how well their children have progressed in her care.
- The childminder's new system for observing and assessing children's progress is not fully embedded, particularly to enable her to achieve an even clearer picture of children's current achievements.
- The childminder does not use her evaluation process sharply enough to identify how she can strengthen the quality of her teaching to an even higher level.

## What the setting needs to do to improve further

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

- review further the process for undertaking assessments, to help track children's continuous progress
- focus self-evaluation more sharply on identifying ways of raising the overall quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The inspector viewed the areas of the premises used for childminding.
- The inspector took account of written feedback from parents.
- The inspector looked at children's records and a range of other documents, including policies, procedures and evidence of the suitability of adults living in the household.

#### Inspector

Sharon Hennam-Dale

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder is confident in her ability to protect children and she supports every child's welfare effectively. She has robust procedures to assess and minimise risks to children. The childminder promotes opportunities for children to learn about their own safety and the safety of others. For example, she teaches children about road safety. The childminder attends local authority cluster meetings to help keep her policies and practice in line with current guidance. She knows the importance of working with other professionals and agencies and to seek early support, when needed.

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

The childminder provides a very good range of resources to stimulate children's interests and curiosity. Young children have many opportunities to investigate textures that promote their sensory development. They show good levels of concentration as they explore what happens when they combine wet and dry materials. Children thoroughly enjoy making bubbles using a range of tools and different sized containers. They have opportunities to build on and learn new skills, and to develop their understanding of the wider world. For example, the childminder provides toys, books, puzzles and activities to help promote discussion about their recent visit to a local farm and the different animals the children saw.

### Personal development, behaviour and welfare are good

Children settle in very well. The childminder is highly responsive to children's needs and is always on hand to provide comfort and reassurance. Children are confident and happy to independently try the different healthy foods that the childminder introduces at snack time. The childminder is a positive role model who promotes children's social skills and good behaviour effectively. She teaches children to recognise their emotions and each other's feelings from an early age. For instance, young children know that 'sharing is caring'. Children enjoy many trips and outings during their time with the childminder. For example, they attend regular playgroups and visit parks and libraries. This helps children to develop confidence in social situations. Children learn about people from different cultural backgrounds and play with toys that depict positive images of diversity.

### Outcomes for children are good

Children are confident and motivated to explore and investigate. They have opportunities to explore a variety of media and materials to help develop their creativity and early mark-making skills. Children learn to recognise the initial letters of their name and practise writing these. They develop confidence in their early mathematical skills as they count objects and find different shapes in the environment. From a young age, children learn to manage their personal care needs. For example, they use the toilet independently, wash their hands before mealtimes, and learn to put on their shoes ready for outdoor play. All children, including those with special educational needs and/or disabilities (SEND), make good progress. Children develop the skills they need for their future learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY458867
<b>Local authority</b>	Salford
<b>Inspection number</b>	10065685
<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>	1 - 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	12
<b>Date of previous inspection</b>	10 December 2015

The childminder registered in 2013 and lives in Swinton, Manchester. She operates all year round from 6.25am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

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