

# Childminder report

<b>Inspection date</b>	14 May 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 is well organised and has a very professional attitude to her childminding. She undertakes short courses which support her teaching. For example, a recent course on mathematics has extended the amount of mathematical language she uses with children and the range of inventive ways mathematics is incorporated into daily play.
- The childminder's enthusiasm about the activities she provides and the learning behind them is infectious. Children are keen to 'have a go' and concentrate for considerable periods of time. The childminder corrects children in a supportive and constructive way that encourages them to try again and does not undermine their confidence.
- The childminder assesses children's progress and plans activities based on their next steps in learning. She takes children's interests into account when organising play opportunities. Children benefit from a well-planned indoor environment and ample opportunities to play and learn outside and on trips into the local community.
- The childminder talks to children throughout the day and supports their developing language skills. Children develop into confident communicators who can express how they feel and negotiate with their friends. They are very well behaved and are developing excellent manners.
- Parents are delighted with the service the childminder provides. They describe the childminder as being welcoming, reliable and easy to communicate with. They feel she has helped their children's development, especially their speech and social skills. They feel well informed about their child's development and any issues that arise, and would not hesitate to recommend her to others.
- Although the majority of activities are very well planned and children's understanding of mathematical concepts is very well supported, children have less opportunity to develop their understanding of rhyming, alliteration and letters and the sounds they represent. There is also scope to develop children's understanding of how they can keep themselves safe and healthy.

## What the setting needs to do to improve further

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

- provide more opportunities for children to develop their understanding of rhyming and alliteration, and where appropriate, their understanding of letters and the sounds they represent
- make the most of opportunities for children to develop ideas and a deeper understanding of how they can keep themselves safe and healthy.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector had a discussion about an activity with the childminder.
- The inspector had discussions with the childminder and children. She looked at relevant documentation, including the childminder's self-evaluation and children's records.
- The inspector read all the written testimonials from parents and took account of their views.

**Inspector**  
Sarah Rhodes

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder understands what would constitute a safeguarding concern and the crucial importance of her reporting any concerns she may have. The childminder takes parents' and children's views into consideration when planning improvements to her service. She attends local professional groups and researches teaching methods to continually improve her practice. She seeks out courses which will support the learning needs of children she is caring for, such as a course on encouraging children's speech. She keeps parents well informed about the types of activities children undertake and any care issues. She also offers advice on how they can further support their child's learning at home.

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

The childminder regularly assesses children's progress and identifies areas where she needs to support their learning. She gets fully involved in children's play, showing them ways they can use toys and equipment, and developing their speech through meaningful conversations. The childminder discusses numbers and colours, and includes mathematical concepts such as 'full' and 'empty' in everyday routines and activities. She encourages children to make predictions of how many things are in a group and which group is biggest. They learn that they can use standard measurements on a tape measure or measure a length in other units, such as how many 'car lengths' something is. The childminder encourages children to develop confidence in handling books and introduces children to the starting letter of their names.

### Personal development, behaviour and welfare are good

The childminder has good relationships with parents and works with them to ensure children's emotional and practical needs are well supported. She proactively prepares children, both emotionally and with regard to their independence skills, for the move on to nursery or school. The childminder reinforces children's understanding of the importance of valuing others who may have different cultural and religious backgrounds or family make-ups. The childminder ensures children develop a good understanding of a healthy diet by providing a range of nutritious snacks and meals. She provides opportunities for children to handle and discuss fruits and vegetables as part of activities.

### Outcomes for children are good

Children are well prepared for the move on to the next stage in their education. They are developing into enthusiastic learners, who are very keen to join in with activities. They are developing good physical skills as they use ride-on toys, scoop and pour water, and use pincers to sort plastic animals into colour groups. They are kind to their friends and are encouraged to share and take turns. All children are making expected progress in all areas of learning and are working comfortably within the range of development typical for their age. Children develop their independence; they are encouraged to dress themselves and manage their use of the toilet.

## Setting details

<b>Unique reference number</b>	EY543746
<b>Local authority</b>	Salford
<b>Inspection number</b>	10090401
<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>	2 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in the Worsley area of Manchester. She operates during term time from 7.30am to 5.30pm, Monday to Friday. The childminder is eligible to provide funded early education for two-, three- and four-year-old children but currently does not care for any children who receive this entitlement.

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