

Childminder report

Inspection date	14 May 2019
Previous inspection date	13 June 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 worked hard to address the actions raised at her previous inspection. She demonstrates a committed and dedicated attitude to improve the quality of the service she provides.
- The childminder knows the children very well. She observes them regularly and makes accurate assessments of their learning and development. The childminder uses this information, along with children's interests, to plan enjoyable and exciting activities that promote their individual next steps.
- Children, including those who are new to the setting, are extremely happy and well settled. The childminder has effective systems in place for gathering and sharing information with parents from the start and throughout their child's placement. Additionally, she makes good use of flexible settling-in sessions to help children and their parents feel relaxed, confident and secure.
- Children are motivated and keen learners. They actively explore the vibrant learning environments indoors and outside. The childminder takes children on many different trips and outings in the local area and further afield. This helps to give children an insight into their wider community and develops their confidence, self-esteem and social skills away from the setting.
- The childminder does not sharply focus her own professional development to help her to acquire a deep understanding of the curriculum, and to support her to raise the quality of teaching to the highest levels.
- The childminder does not make the most of opportunities as they arise to build on children's existing 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:

- source professional development opportunities to embed a deep understanding of the curriculum and raise the quality of teaching to the highest level
- provide even more opportunities for children to 'have a go' and build on their existing independence and self-help skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder and discussed this with her.
- The inspector held several discussions with the childminder. She looked at relevant documentation and checked 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

Donna Birch

Inspection findings

Effectiveness of leadership and management is good

The experienced childminder has worked with her local authority adviser and other professionals to improve her practice. She uses self-evaluation to identify some weaknesses in her practice and seeks the views of parents and children to help check that she continues to meet their needs. The arrangements for safeguarding are effective. The childminder is aware of the signs of possible abuse and neglect and knows what action to take if she has any concerns. She implements robust policies and procedures. Effective risk assessments are in place and there is a strong focus on helping to keep children safe. The childminder has completed some training courses, such as safeguarding updates. This helps her to stay abreast of any legislative updates.

Quality of teaching, learning and assessment is good

The childminder uses a range of different teaching methods. She facilitates children's learning, asking meaningful questions to probe their thinking and further their understanding. Her constant narration helps babies to understand spoken words and build their vocabulary. Children love outdoor play. They demonstrate their active imaginations as they pretend to be adults making tea in the role-play kitchen. The childminder extends their play as she pretends to be a customer in the 'cafe'. She extends children's mathematical skills as she talks to children about concepts such as 'big' and 'small'. Children predict how much water they will need to fill the teapot, and practise counting as they count real money. Children demonstrate good critical-thinking skills. For example, as they pour water into a container with a hole, they quickly work out how to stop this by tipping the container, diverting the water away from the hole. Children use available resources such as pens and paint to make their own marks. Babies enjoy the tactile experience of splashing in water and crawling on the grass.

Personal development, behaviour and welfare are good

The kind and considerate childminder treats children with fairness and respect. She builds strong bonds from the outset with children and their families. Children behave extremely well, given their age and stage of development. They are beginning to show an appreciation for their own and other's safety. For example, older children help babies to access their water cups. They understand that they need to apply sun cream and wear their sun hats, so they do not get burnt. Children relish activities such as planting seeds, and they grow their own flowers and produce. Children demonstrate their developing understanding of living things as they remind the childminder to water the plants and explain how this helps them to grow. Food provided for children is healthy and nutritionally balanced.

Outcomes for children are good

All children make good progress from their starting points. They are developing the skills needed for their future learning and eventual move on to school. Children are articulate and have good listening and attention skills. They enjoy taking part in story and singing sessions and make valuable contributions. Children have good social skills and are polite and well mannered. Children flourish because they have the freedom to explore and make choices about what they want to play with.

Setting details

Unique reference number	500288
Local authority	Manchester
Inspection number	10085021
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	3
Date of previous inspection	13 June 2018

The childminder registered in 1987 and lives in Fallowfield, Manchester. She operates all year round from 7am to 7pm, Monday to Friday, except for bank holidays and family holidays.

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