

Childminder report

Inspection date	17 May 2019
Previous inspection date	5 March 2015

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 is committed to her professional development. She has undertaken extensive training since the previous inspection. This ensures that the already good quality of her teaching continues to improve.
- There is a particularly strong focus on partnerships with parents. Parents speak powerfully about what their children learn with the childminder, and the nurturing relationship that helps their children flourish.
- The childminder ensures that children's social and emotional development and their communication skills are particularly well supported. Children are provided with a caring home-from-home environment where they are exposed to rich and vibrant vocabulary.
- Children receive a well-balanced education in the care of the childminder. In particular, she provides excellent opportunities for children to develop their independence and take managed risks. For example, they attend a forest school each week, and are able to play confidently and independently on climbing structures.
- The childminder gathers lots of information about what children know and can do when they first start. However, on occasions, she does not use this information swiftly enough to help her to establish children's starting points. This means that she is not always able to demonstrate the true progress children make while in her care. Some records do not show the extent of children's progress.
- The childminder teaches children about other cultures and communities, for example, related to religious festivals. However, she has not considered different ways she could enhance this aspect of education on a more regular basis.
- The childminder does not always ensure that children are as competent in certain aspects of their learning, such as about shape in mathematics.

What the setting needs to do to improve further

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

- explore ways of promptly assessing what children can do when they start, to accurately evidence the progress they make
- enhance existing opportunities for children to learn about people and communities different to their own
- continue to improve the quality of teaching in mathematics, particularly in relation to shape.

Inspection activities

- The inspector looked at children's assessment records. He also checked the suitability records of adults living or working on the premises.
- The inspector took account of the views of the parents spoken to on the day, and written information from other parents.
- The inspector observed the childminder's interaction with children during a range of indoor and outdoor activities. He considered the impact this has on children's learning.
- The inspector spoke to the childminder and children at appropriate times throughout the day of the inspection.

Inspector

Richard Sutcliffe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of what to do if she is worried about a child, and how to report any concerns. She has maintained up-to-date knowledge in this area through ongoing training. She has a strong commitment to her own professional development, and tailors the training attended to provide the support the children in her care require. For example, she has increased her knowledge in how to enhance children's speech and language, and how to support children to learn how to manage their own feelings and emotions. The childminder evaluates the quality of care she provides effectively. She does this by considering the views of parents and children on how to improve further.

Quality of teaching, learning and assessment is good

The childminder is a skilled educator who supports the children in her care with ease. She recognises when to ask questions to help children think. The calm and well-resourced environment supports children in their learning. Children learn about caring for each other and to use 'kind hands', and why being nice to each other is important. Children have lots of opportunities to be independent. For example, they prepare their own snacks, select toys they wish to play with and manage risk in their outdoor play. The childminder follows children's interests and skilfully weaves learning into their play. For instance, through activities such as number hunts in the garden. The childminder communicates regularly with parents and shares children's interests, which helps to enhance children's learning at home.

Personal development, behaviour and welfare are good

The childminder supports children's positive behaviour well, and challenges children in their development. Children play well together and use strategies to manage their own behaviour, modelled to them by the childminder. Children are polite, confident and skilled communicators; a result of the emphasis by the childminder placed on exposure to rich vocabulary. The childminder helps children to be resilient in learning to do new things, actively encouraging them, and offering care and cuddles when things do not go to plan. This results in children forming secure attachments with the childminder. The childminder helps children to understand the importance of active lifestyles and healthy eating. Children enthusiastically eat the nutritious home-cooked lunches the childminder prepares them.

Outcomes for children are good

Children's progress and outcomes are good. They develop a wide range of skills which prepares them well for the next stage in their learning, such as their transition to school. For example, children can dress themselves and use the toilet independently, and are also taught some early writing in line with the strategies used in the schools. Children learn about the sounds that letters make, which helps to develop their early reading skills. The childminder provides children with a range of opportunities to mix with a larger number of children through attendance at a variety of groups, which helps to support them in their social development.

Setting details

Unique reference number	EY393697
Local authority	Salford
Inspection number	10071176
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	9
Date of previous inspection	5 March 2015

The childminder registered in 2009 and lives in Swinton, Manchester. She operates from 7.30am to 4.30pm during term time, Monday to Friday, except for bank holidays and family holidays.

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