

Childminder report

Inspection date	22 May 2019
Previous inspection date	8 January 2016

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Good	2 2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Good	2
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is good

- The childminder is experienced and has an excellent understanding of how children learn. She has a detailed knowledge of children's current stages of development and carefully adapts her activities to ensure that all children are involved. As a result, children have a thirst for learning and regularly ask the childminder, with excitement, what are they going to play next.
- The quality of teaching is excellent. The childminder skilfully uses what information she knows about children's interests, stages of development and prior experiences to involve them in interesting and stimulating activities. For example, the childminder includes all children in a 'counting frogs' song. Younger children sway along to the music, whereas older children are challenged to count the frogs.
- The childminder places a strong focus on encouraging children to be prepared for school. For example, children's mathematical skills are developing rapidly. Older children demonstrate ability beyond their years as they use subtraction and addition skills to work out how many ducks they have left in the pond.
- The childminder has built up strong relationships with the children and their families. Children display high levels of self-confidence and are happy and thoroughly engaged in their play. The childminder is responsive to children's individual care needs. This helps to promote children's emotional well-being.
- The childminder is fully aware of strengths in her practice and the impact her teaching has on children's learning. However, she has not identified her further training and professional development needs, to ensure that she remains up to date with best practice and changes in legislation.
- Children have fewer opportunities to learn about people and communities beyond their own and to reflect upon their similarities and differences.

What the setting needs to do to improve further

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

- sharpen arrangements for continuous professional development to clearly identify training needs
- improve knowledge of how to promote children's awareness of similarities and differences in people and the wider community.

Inspection activities

- The inspector evaluated a planned activity with the childminder.
- The inspector looked at a range of documents, including children's progress files, assessment documents, policies and procedures, and training records.
- The inspector read comments from parents and took account of their views.
- The inspector observed activities inside and outdoors, and spoke to the childminder at appropriate times during the inspection.

Inspector
Stephanie Nixon

Inspection findings

Effectiveness of leadership and management is good

The childminder has established effective partnerships with other professionals, including schools. For example, she meets with teachers to share key information about the children. This helps to further aid children's eventual transitions to school. Safeguarding is effective. The childminder knows what action to take should she have concerns about the welfare of a child. She regularly reviews risks in the home environment and involves children in keeping themselves safe. For example, children know that they need to wear hats to protect themselves from the sun. The childminder has good partnerships with parents, who speak highly of the service she provides. The childminder provides ideas to parents about how they can promote their child's learning at home.

Quality of teaching, learning and assessment is outstanding

Children benefit from a wide variety of stimulating and exciting activities. The childminder promotes children's early literacy skills and love of reading from an early age. Children relish in choosing their favourite stories to read. Younger children excitedly turn the pages and name the animals they can see in the pictures. Older children repeat familiar phrases from the stories and predict what will happen next. Children are skilfully taught by the childminder to understand the importance of print in different forms. Children are engrossed as the childminder reads the instructions on a sunflower seed packet. The childminder extends this learning even further to promote children's mathematical skills and understanding of the world as the children plant their own seeds. They carefully measure the depth of the hole required using a ruler and learn how the sun helps the seeds to grow.

Personal development, behaviour and welfare are good

The childminder places a high focus on promoting good behaviour and manners. Children are encouraged to think about the feelings of their friends and to resolve their own conflicts. As a result, behaviour is excellent and children have genuine friendships and respect for each other. Children's good health is well promoted. The childminder adopts rigorous hygiene practices to prevent the risk of cross-infection. Children are beginning to adopt these practices independently. They wash their hands unaided after using the toilet and playing outdoors. The childminder responds to children's care needs, such as when they need a sleep. Children snuggle up to the childminder to read stories and talk to her about their families. Children are content and emotionally secure in a caring environment.

Outcomes for children are outstanding

The childminder is acutely aware of the progress children are making. She completes regular assessments and skilfully adapts her teaching to ensure that children's progress is rapid. As a result, all children are making excellent progress from their starting points. In some areas, such as mathematics, their progress is exceeding the level expected for their age. Older children correctly identify how many quarters the gingerbread man has been broken into and how many quarters remain if one piece is eaten. Children demonstrate a maturity beyond their years as they listen intently to the childminder's instructions during group activities.

Setting details

Unique reference number	EY429388
Local authority	Salford
Inspection number	10065700
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 11
Total number of places	30
Number of children on roll	16
Date of previous inspection	8 January 2016

The childminder registered in 2011 and lives in the Worsley area of Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds an appropriate early years qualification at level 3. She occasionally works with assistants.

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