

Childminder report

Inspection date

23 May 2019

Previous inspection date

7 December 2018

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Inadequate	2 4
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 made considerable improvements to her provision since her last inspection. The quality is now consistently good. The childminder constantly reflects on her practice and makes changes and improvements that benefit children. She has high aspirations and strives to achieve the highest standards in care and education.
- The atmosphere is calm and all children are settled and very happy. The childminder treats children with kindness and they demonstrate very strong attachments with her. Care routines are adapted to suit the needs of each child and this helps to support children's well-being.
- The childminder provides a homely and immaculately clean environment where children thrive. Her dedicated playroom is filled with an abundance of good-quality toys and equipment. Children become absorbed as they explore the range of interesting resources that the childminder provides.
- Children make good progress in all areas of their learning and development. The childminder makes good use of her accurate assessments to focus on what children need to learn next. The childminder liaises with other professionals, if required, to access further support for children.
- Children's good health is supported well. For example, they enjoy a healthy range of foods, such as vegetables and fruits, and they know to wash their hands before they eat.
- The childminder works with parents to gather information about children's development when children first start. However, her systems for gathering ongoing information about children's achievements at home are less effective.
- Sometimes, the childminder does not consider the organisation of planned activities to enable young children to fully access the equipment freely, to support their learning even further.

What the setting needs to do to improve further

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

- enhance systems used to gather more consistent ongoing information from parents about children's achievements and development at home
- consider adapting the planning and organisation of activities and help to make them more accessible to children to maximise their learning even further.

Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

Inspector
Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder fully understands her responsibilities in relation to keeping children safe. She assesses the potential risks in her home and she provides many interventions to protect children from harm. For example, she uses locks on her cupboards where substances are stored. The childminder has a very good understanding of the potential indicators of abuse and neglect. She is aware of how and when to share concerns with the relevant agencies. The childminder has a thirst and enthusiasm for expanding her knowledge and skills, and she does this in a range of effective ways. For example, she accesses training sessions, completes online research and shares ideas and expertise with other local childminders. Training has a very positive impact on the childminder's practice. For example, she has accessed training to help her to support children's speaking skills and she implements effective strategies consistently with children. Parents are very complimentary about the childminder. For example, they state that they cannot praise the childminder enough and that she is 'brilliant'.

Quality of teaching, learning and assessment is good

The childminder plays with children and skilfully provides the right levels of challenge. Children enjoy exploring a sensory play mixture with their hands and resources such as spades and containers. The childminder plays alongside children, modelling language that children hear and repeat. For example, as children complete the actions, the childminder models words such as 'pat' and 'scoop'. This helps to build on children's vocabulary further. Children enjoy choosing books and look through them independently. They turn the pages and become engrossed in looking and pointing at the pictures. This helps to support children's physical skills and builds on their good concentration.

Personal development, behaviour and welfare are good

The childminder acts as a positive role for children's good behaviour. For example, she models manners and encourages younger children to help with tasks, such as tidying away toys. The childminder has clear expectations for the behaviour of older children. For instance, children help to create the rules and they are very aware of the boundaries in place. Older children demonstrate an awareness of helping to keep young children safe. For instance, they ensure that small items that they bring home from school are stored on a high shelf out of reach. The childminder takes children out each day to various places, such as parks, libraries and playgroups. This helps children to gain confidence around others and helps to support their understanding of the diverse society that they live in.

Outcomes for children are good

Children are well prepared for their next stage in learning. One-year-old children develop good speaking skills and learn new words rapidly. Children engage in activities for extended periods in relation to their age. For example, one-year-old children enjoy placing wooden rings onto small poles. They practise their physical skills and coordination and are motivated to persevere until they succeed.

Setting details

Unique reference number	EY556392
Local authority	Manchester
Inspection number	10089276
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	7 December 2018

The childminder registered in 2018. She operates all year round, Monday to Friday from 7.30am to 5.30pm, except for bank holidays and family holidays.

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