

# Childminder report

<b>Inspection date</b>	4 June 2019
Previous inspection date	16 January 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	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

- Since the childminder's previous inspection, she has accessed a wealth of training and support from her local authority. This has had a very positive impact on her practice and her understanding of safeguarding policies and procedures is now secure. The childminder evaluates her setting effectively and she ensures that all the legal requirements are consistently met.
- The childminder involves parents in children's assessments from the start of their placement. She shares and gathers ongoing information regarding children's care and learning, using a range of methods. This helps the childminder to get to know children well and plan for their next steps from the outset.
- Children are confident and self-assured. They are at ease around the childminder and enjoy many discussions and interactions. Children show that they feel at home in the childminder's setting. They are proud of their achievements and often request stickers as a reward.
- The childminder establishes strong links with other settings that children attend. This helps her to meet children's needs well and helps to promote continuity of care and learning.
- The childminder follows children's care routines from home, such as their preferences at toileting times.
- On occasions, the childminder completes tasks for children that they are capable of completing for themselves. This slightly limits the development of children's independence skills.
- At times, during activities, the childminder does not always adapt her teaching swiftly when children are beginning to show signs that they are losing interest.

## What the setting needs to do to improve further

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

- allow children the opportunity to consistently complete tasks for themselves and help to promote their independence skills to the highest levels
- adapt teaching during activities to continue to motivate children and help them to maintain interest and 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 planned activities 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 has clear procedures for recording and administering medication to children. She completes children's accident forms with detail and ensures that she informs parents, as required. This helps to keep children safe. The childminder teaches children how to keep themselves safe. For instance, children talk about what to do if they hear the fire alarm and they describe what happened during previous fire practices. The childminder is committed to working with parents and she gathers their views about her service regularly. For example, she provides parents with questionnaires and receives positive feedback. A parental questionnaire viewed at the inspection provided the following comment, 'My children enjoy being at the childminder's house, they feel safe and enjoy their time there'.

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

Children access a wealth of opportunities throughout the day, that overall they enjoy. Children mix paints and initiate their own challenges, such as to create different colours. They make predictions, such as if they mix red with yellow it will make orange. Children enjoy testing out their predictions and they are pleased when they succeed. The childminder provides children with a water tray and various buckets and funnels. She models language such as 'full', 'empty' and 'half' as she plays alongside children filling and pouring. This helps to extend children's understanding of mathematical language and concepts. Children enjoy listening to stories and they are eager to join in with the words, using their memory. They help to turn the pages and excitedly tell the childminder what is coming next. This helps children to develop their communication, language and literacy skills in preparation for school.

### Personal development, behaviour and welfare are good

Children's behaviour is good. They are polite, friendly and happily follow the routines and boundaries set by the childminder. For example, children know to tidy away toys, wash their hands and then sit at the table for their lunch. The childminder plans a healthy diet for children and she involves them in discussions about what they would like to eat. Children talk about foods that are healthy for them and the childminder builds on their understanding further. For instance, she tells children that they should eat a balance of different foods in order for their bodies to grow and be healthy. The childminder's home is well organised, welcoming and well resourced. For example, she has a designated playroom with many areas, such as a cosy story area and an area for children to dress up and engage in pretend play. This helps to keep children motivated during self-chosen play.

### Outcomes for children are good

Children make good progress from their individual starting points and are developing the skills required for their future learning. They show an interest in recognising numbers, such as when using cutters with dough. Children have good imaginations. They enjoy using available resources to create real-life experiences, such as dressing up as a doctor and using a thermometer. Children demonstrate a good understanding of different occupations and are inquisitive and eager to learn more about the lives of others.

## Setting details

<b>Unique reference number</b>	EY544482
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10093550
<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>	1 - 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	16 January 2019

The childminder registered in 2017 and lives in Manchester. She operates all year round from 7am to 6.30pm, Monday to Friday. The childminder holds a relevant early years qualification at level 3.

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