

Childminder report

Inspection date	6 June 2019
Previous inspection date	13 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

- Children have access to a large, impressive dedicated classroom which is stocked with many toys. Children explore with fascination and excitement. For instance, children are in awe as they discover and play in a beautifully displayed veterinary and animal role-play area. The learning environment is particularly stimulating and a strong element of the childminder's setting.
- The childminder is very experienced and through years of practice and persistent training she has developed good knowledge of child development. She knows how young children learn and in turn provides children with interesting activities. Children have fun as they play.
- Recent trips to the zoo and beach extend children's learning experiences and develop their love for the outdoors. Children thrive when playing in the fresh air, contributing to their good physical health.
- Self-evaluation is effective. The childminder reflects on her practice and clearly understands her many strengths in practice. She incorporates the views of children, parents and other professionals into her extensive reflection. Her drive to improve helps her to maintain good standards.
- The childminder develops positive relationships with other professionals. For instance, she works closely with childminders in the local area and discusses good practice ideas with them, to help to improve her service.
- Children are not fully supported to learn about the importance of making healthy food choices and the effect food and drink has on their bodies.
- The childminder routinely observes children and carefully tracks their progress. She knows children well. However, she does not consistently use this information effectively. Planned activities are not always specifically tailored to children's next steps in order to optimise their learning at an outstanding level.

What the setting needs to do to improve further

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

- help children to learn about the importance of making healthy food choices and the affect nutrition has on the body, as opportunities arise throughout the day
- make even better use of detailed information obtained from assessment to identify precisely what children need to learn next and support them to make rapid progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation used to support the childminder's practice.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has secure knowledge of her child protection responsibilities. She knows how to swiftly identify and report safeguarding concerns. This helps to protect children from harm. Furthermore, the childminder has access to local authority safeguarding guidance notes for her reference, if required. The childminder is particularly conscientious around children's safety and welfare. She conducts thorough risk assessment checks and continually talks to children about their welfare. This helps to create a culture of safety. For example, children are reminded to be careful when manoeuvring up and down garden steps and to remain seated when eating. Children's well-being and welfare are given utmost priority by the attentive childminder. The childminder communicates well with parents. She uses information obtained from parents as a foundation to help her to provide complementary care for children.

Quality of teaching, learning and assessment is good

The programme of learning is age appropriate. The childminder takes careful consideration to ensure older and younger children's needs are well met. For example, older children write with pencils and pens, while younger children practise writing with chunky crayons that are easier to hold and manipulate. Children use their imaginations well and creative play is actively encouraged. For example, children are enthusiastic as they dress up as their favourite characters and insist they are called by their characters' names. Children re-enact topical singing and dancing, helping to extend language and physical coordination as they play. Children develop their ideas, lead play and become confident and independent learners.

Personal development, behaviour and welfare are good

The childminder provides children with clear boundaries and expectations. Children understand what is expected of them and behaviour is good. For example, prior to playing on a swing in the garden, children are reminded not to swing too high and to be careful of other children playing around them. Children cooperate with this request and learn how to keep themselves and others safe during physical play. Children become respectful and considerate individuals. Children exert themselves daily in the childminder's large garden. For instance, they run, jump and stretch as they pop bubbles in the garden. Regular fresh air and exercise contribute to children's good health. Children become socially confident and easily develop friendships with other children. Children are happy and relaxed in the childminder's care.

Outcomes for children are good

Children make good progress. They acquire new skills and develop at typical levels for their ages. Children are social and kind towards each other. Children solve problems as they play, developing their critical thinking skills in very practical ways. For example, children figure out they can crawl through a small gap to retrieve a lost ball under a climbing frame. Children demonstrate good physical coordination as they navigate obstacles to reach a lost ball. Children prepare well for the next stage in their learning and the move to school when this time eventually occurs.

Setting details

Unique reference number	307397
Local authority	Salford
Inspection number	10106233
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	8
Date of previous inspection	13 March 2015

The childminder registered in 2001 and lives in Little Hulton, Salford. She operates all year round, from 6.30am to 6.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

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