

# Childminder report

<b>Inspection date</b>	14 June 2019
Previous inspection date	16 February 2015

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

- Parents praise the childminder for her ongoing commitment to their children's care and learning. The childminder builds positive working relationships with the parents and families she supports.
- The childminder creates a vibrant and happy learning environment for children. Children are supported in their development through an exciting range of activities and have access to quality toys. Children make good progress.
- Children enjoy fresh air and exercise every day and play outside in all weathers. Children thrive in their physical health.
- The childminder helps children to learn about where their food comes from. They talk with excitement about apples growing in the childminder's garden and successfully grow vegetables at a local allotment. Children develop an appreciation for nutritious food and a positive attitude to healthy eating.
- The childminder routinely observes children and carefully tracks their progress. She understands children's unique abilities well and uses this information to provide activities matched to their individual learning needs. Planning is tailored and focused to help children acquire new skills.
- Sometimes, the childminder does not make the most of her communications with children. In particular, questioning techniques are not always effective to fully support children's thinking and language skills at the very highest level.
- The childminder has not fully established partnership working with local schools. She does not always share information about children's progress with teachers to help them to swiftly provide the most complementary learning experiences.

## What the setting needs to do to improve further

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

- refine questioning techniques to help to build children's already good language and thinking skills even further
- strengthen information-sharing with teachers at local schools to help to promote a seamless approach to children's ongoing learning and development.

### 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 is confident in her knowledge of safeguarding. She knows how to respond appropriately if a safeguarding concern is identified. She has a safeguarding policy to underpin her good safeguarding practice. The childminder reviews her practice and clearly understands her many strengths and weaknesses. She regularly asks parents and children for their views and incorporates their ideas into her provision. For example, children's interests are mirrored in the toys and resources the childminder offers. Self-evaluation is effective and helps the childminder to offer a service tailored to the needs of those who access it. The childminder places strong emphasis on training and regularly completes online professional development courses. This helps to improve her skills and raise the standard of practice.

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

The childminder helps children to learn through practical, hands-on activities. Learning is brought to life and children have fun as they learn. For example, children hunt for bugs outside. They develop an appreciation for the natural world as they investigate trees, plants and grassed areas. They demonstrate eagerness to learn as they discuss with excitement what they have found. The childminder has high expectations and provides children with plenty of challenge. Children show resilience when faced with difficult tasks and approach challenge with a fabulous can-do attitude. For example, children repeatedly try to catch toy ducks with fishing lines. They persevere and eventually succeed. Children develop excellent coordination and concentration during this challenging and intricate physical activity.

### Personal development, behaviour and welfare are good

The childminder uses everyday routine tasks effectively to help to promote children's independence and enrich their learning. For example, during snack children butter toast and cut bananas with increasing independence and confidence. Children are immensely happy and secure in the childminder's company. To illustrate, children affectionately refer to the childminder as their 'best friend' during play. Children demonstrate strong emotional security. Children show empathy and respect towards living creatures. For example, they are kind and gentle when they find a woodlouse in the garden. Children learn to be respectful and empathetic individuals and behave well. Personal hygiene routines are robust and help to keep children healthy and promote their well-being. Children thoroughly wash their hands with warm water and soap and individual cloths are used to dry hands. Secure hygiene systems minimise the risk of children sharing germs and help to keep them healthy.

### Outcomes for children are good

Children are extremely motivated learners. They are keen to join in and are eager to please the childminder. Children begin to count and recognise numbers, building their mathematical skills daily. All children, including younger ones, are physically confident. For example, they navigate up and down stairs with confidence. Children make good progress from their starting points and prepare well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY411358
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10106394
<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 - 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	16 February 2015

The childminder registered in 2010 and lives in Gorton, Manchester. She operates from 8.30am to 3pm, Monday to Friday, term time only. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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