

Childminder report

Inspection date	18 June 2019
Previous inspection date	26 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

- Teaching is good overall. The childminder has a good knowledge of how children learn and she plans a wide range of activities that keep children engaged. For example, young children select their favourite story books for the childminder to read. They predict what happens next and respond with giggles as the childminder uses different voices to bring the stories to life.
- The childminder has forged good relationships with parents. She keeps them up to date on their children's learning and progress. The childminder also offers meaningful suggestions, such as taking children on outings to help them experience different sounds in the environment. This works particularly well for children who are a little sensitive to noise.
- Children are well behaved and treat each other with kindness and respect. They learn boundaries and know to use 'soft hands' as they hug each other.
- The childminder teaches children about similarities and differences. For example, she talks to children about her religion and explains why she wears a headscarf outdoors. She also provides lots of headscarves for children to use during their play. This approach helps children to learn positive attitudes from an early age. Children also develop their creativity as they use the headscarves to make saris, sarongs and tents.
- The childminder reflects on the quality of her practice and strives to make continuous improvements. For example, she is currently developing her back garden to provide children with enriched outdoor learning experiences.
- Opportunities for children to feed themselves are not consistently promoted. For example, the childminder feeds children their breakfast. This weakness restricts children's independence and self-care skills.

What the setting needs to do to improve further

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

- provide more opportunities for children to develop their self-care skills.

Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector viewed a sample of documentation, including medication records and information about children's dietary needs.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.

Inspector

Tricia Graham

Inspection findings

Effectiveness of leadership and management is good

The quality of practice has improved markedly since the previous inspection. The childminder has provided Ofsted with information about household members living on the premises. As a result, all suitability checks have now been completed. Safeguarding is effective. The childminder works hard to keep children safe. She has created more space in the playroom, so toddlers, who are just becoming mobile, can practise their walking skills safely. The childminder has clear procedures to follow in the event of a fire, and all areas of the home are safe. These measures minimise the risk of accidents. The childminder teaches children to adopt safe practices. For example, she gently reminds toddlers not to stand on the sofa. The childminder keeps her knowledge up to date through relevant training and research. She has put her training into practice. For example, she is now aware of wider safeguarding issues and how these could affect children in her care. As a result, the childminder has updated her child protection policies to reflect these changes.

Quality of teaching, learning and assessment is good

The childminder has a good grasp of child development and understands the importance of her role to ensure that children are fully prepared for future learning. She knows the children well and is accurate in her assessments of children's capabilities. The childminder plans meaningful activities that build on children's interests and support their next steps in learning. For example, she takes children to playgroups to develop their social skills. The childminder also provides increased sensory resources, such as foil blankets, to help toddlers experience different sounds and textures. The joy of reading is evident in this childminding provision. During the inspection, toddlers selected favourite stories, such as 'Where's Mr Duck'. They turned the pages competently and squealed with excitement as they correctly anticipated what comes next. These experiences truly enhance children's early reading and literacy skills.

Personal development, behaviour and welfare are good

Transitions into the childminder's home are managed well, which ensures the children's well-being. The childminder adopts a 'small steps' approach by ensuring children have sufficient time to settle. She works closely with parents and understands that separation is just as difficult for them. This approach works incredibly well. As a result, children are extremely settled and the partnership with parents is strong. The childminder also gives parents advice on healthy eating and car seat safety. This collaborative working provides continuity for children and further promotes their good health and well-being.

Outcomes for children are good

Children benefit from a wide range of exciting activities that support their learning. For example, toddlers fill tubs with pasta and persevere fitting shapes into spaces. The childminder also plays hiding games to help toddlers understand that items exist, even when they are out of sight. These important skills support toddlers' early mathematical development. Children display good levels of confidence as they explore their stimulating environment. Overall, children are making good progress, but they still need more opportunities to develop their self-care skills.

Setting details

Unique reference number	EY366161
Local authority	Manchester
Inspection number	10083814
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	26 October 2018

The childminder registered in 2008 and lives in Manchester. She operates all year round, from 8am to 5.30pm, Monday to Saturday, except for bank holidays and family holidays. The childminder occasionally provides overnight care.

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