

# Childminder report

<b>Inspection date</b>	27 June 2019
Previous inspection date	17 December 2018

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

- The committed childminder has swiftly addressed the actions raised at her previous inspection and has improved the overall quality of her setting. She demonstrates a good capacity to maintain and develop the quality of her setting further.
- The childminder builds strong partnerships with parents and they speak very highly of her. She works in close partnership from the outset, sharing information daily about children's care and learning. The childminder uses her wealth of knowledge and experience to support parents. For instance, she provides useful tips to help parents to establish children's routines at bedtime.
- Children are very eager and confident to attend to their own self-care needs from an early age, and they understand how to protect their good health. For instance, children who have just turned two years old use the potty independently, wash their hands and they cover their mouths when they cough.
- Children's social skills and behaviour are good in relation to their age. The childminder involves children in small tasks, such as helping to set up and tidy away activities. Children are willing to help and they are polite and well mannered. For example, they often say 'please' and 'thank you' without prompting.
- The childminder does not have a targeted programme of professional development for herself or her assistant, focused on helping them to develop their teaching skills further.
- The childminder sometimes asks children a number of questions in quick succession and she does not consistently wait for children to think through and respond independently.

## What the setting needs to do to improve further

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

- focus plans for professional development and help to develop teaching skills to even higher levels
- adapt teaching to consistently allow children enough time to think through and respond to questions and help to promote their thinking and speaking skills 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 and working on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and took account of their views.

**Inspector**  
Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

The childminder demonstrates a good understanding of the legal requirements. This includes a suitable knowledge of changes that must be notified to Ofsted. Overall, the childminder provides her assistant with adequate support, coaching and supervision. For example, she ensures that her assistant attends first-aid and child protection training. This helps her assistant to understand her responsibilities and helps to protect children from harm. Safeguarding is effective. The childminder has a suitable awareness of the different types and signs and symptoms of child abuse and neglect. She has policies and procedures in place to follow if a concern about a child arises. The childminder organises her setting well. For example, she keeps all required records securely for each child. Assessment procedures have been improved since the previous inspection. The childminder now uses clear systems that help her to ensure that children make good progress and any gaps are targeted swiftly.

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

Overall, the childminder demonstrates good teaching skills. She provides opportunities that children enjoy. For example, children initiate playing with dough that they have helped to make. They decide to create pancakes and talk about their favourite toppings. The childminder models how to roll and manipulate the dough and children watch and copy what they see. This helps children to practise and develop their physical skills. Children confidently introduce new ideas and know where to find additional resources. For instance, they find empty pots in the toy cupboard and fill them with dough. Children say that they are making 'a cup of tea'. This helps them to build on and extend their imaginations further.

### Personal development, behaviour and welfare are good

The childminder prides herself on providing a home-from-home environment for children. Relationships between the childminder and children are secure. Children are calm, content and confident around visitors. The childminder ensures that children get plenty of physical exercise each day. For instance, they enjoy walks to school and trips to the local park. Children attend regular playgroups and socialise within larger groups of children. This helps to support their social skills in preparation for starting school. The childminder provides a varied diet, taking into account children's individual dietary requirements. Children develop positive friendships in the setting and talk fondly about their friends that are not present.

### Outcomes for children are good

Improved assessments have helped to contribute to children's good progress. Children are working well within the age bands typical for their age and in some instances above. They are developing the skills for future learning. Children are highly independent and self-motivated. They demonstrate good listening skills and enjoy songs and rhymes. Children join in with the words and actions and request that the childminder sings their favourites.

## Setting details

<b>Unique reference number</b>	500284
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10090881
<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>	2 - 7
<b>Total number of places</b>	12
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	17 December 2018

The childminder registered in 1997 and lives in Gorton, Manchester. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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