

Childminder report

Inspection date	26 June 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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

- The childminder plans varied and interesting educational programmes. For example, children extend their learning as they explore nature on trips to country parks. They socialise with other children at different groups, such as dance group and play group. Children make good progress towards their early learning goals.
- The childminder monitors children's progress accurately. Parents contribute to their child's assessments. Other settings that children attend share their planning. As a result, plans for children's future learning are well informed and children benefit from consistent teaching across all settings.
- The childminder builds effective partnerships with parents. She is keen to involve them in their child's learning right from the outset. Sometimes, parents visit the setting to share their skills. For instance, children learn how to use chopsticks. Children are motivated to learn.
- Children have formed strong bonds with the childminder. They interact positively and show great respect for one another. The childminder is sensitive and provides comfort and reassurance when needed. Children are happy and settled in her company.
- Parents comment that the childminder is a 'great carer' and an 'excellent teacher'. They state that she 'builds children's confidence and prepares them well for pre-school' and that 'they couldn't be happier with the care their children receive'.
- While the childminder completes all essential training and keeps her knowledge up to date, she does not focus her professional development programme to help her to continuously improve teaching techniques.
- The childminder demonstrates a strong commitment to equality and inclusion. However, she does not provide enough opportunities for children to explore similarities and difference between themselves and others in the local and wider community.

What the setting needs to do to improve further

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

- target the professional development programme to help to raise the quality of teaching even more
- increase the opportunities provided for children to learn about the similarities and difference between one another and the local and wider community.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed quality of teaching, learning and assessment.
- The inspector looked at relevant documentation, including evidence of suitability of adults living on the premises, policies and procedures, risk assessments and children's records.
- The inspector had a tour of the premises.
- The inspector took account of written feedback from parents.

Inspector

Hannah Britton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a very good understanding of how to manage safeguarding concerns and allegations. She is aware of child protection issues and knows how to identify potential abuse or neglect of children. Robust policies and procedures help to keep children safe. The childminder evaluates the setting effectively. She reflects continuously and takes into account the views of parents, children, other childminders and pre-school teachers. As a result, the childminder has made effective improvements to the learning environment and found new ways to promote children's mathematics and literacy. For example, she adapts resources to include numerals and illustrate equivalent amounts. The childminder has plans in place to make further improvements.

Quality of teaching, learning and assessment is good

The childminder demonstrates good teaching. She communicates well and uses effective questioning to consolidate children's mathematical knowledge and to develop their problem-solving skills. For example, the childminder encourages children to practise counting and compare sizes as they measure their height using stacking cups. Children check how well they are doing. They alter their strategy in order to succeed. The childminder models language well using descriptive words, explaining instructions and providing narrative. For example, children discuss how 'gloopy' and 'sticky' the cake mixture is and offer suggestions about what it looks like. They build their vocabulary and benefit from enhanced learning experiences. The childminder provides different equipment for children to practise fine-motor skills. For example, children operate remote-controlled trucks and engage in button crafts. This helps them to develop their pincer grip, ready for writing.

Personal development, behaviour and welfare are good

The childminder offers a welcoming, safe and secure environment. Children have free access to a good range of resources, which support all areas of their learning. They are confident about making their own choices. The childminder helps children and families to work through developmental stages, such as toilet training. Children learn how to manage their own personal needs and become independent. The childminder promotes healthy lifestyles. She encourages children to be active and to eat healthily. For example, the childminder takes children on valuable shopping excursions to find out about the wide range of foods available. She encourages children to taste different flavours and eat a varied diet. The childminder promotes children's well-being and personal development.

Outcomes for children are good

Children make good progress. They are developing at typical levels for their age. Children are engaged in learning and concentrate during activities. For example, they listen to stories and retell them in their own way using the pictures to help to spur their imagination. Children are curious and use their senses to explore. For example, they search for bugs to identify and record their key features. Children show a 'can-do' attitude. They are confident, cooperative and well-mannered individuals. Children are ready for their next stages of learning and transitions to pre-school or school.

Setting details

Unique reference number	EY546827
Local authority	Salford
Inspection number	10104304
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 - 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Worsley, Manchester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except bank holidays and family holidays.

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