

Childminder report

Inspection date	5 July 2019
Previous inspection date	16 January 2015

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

- The childminder has made positive changes to her setting since she was previously inspected. She has grown in knowledge and now implements regular and accurate observations and assessments of children. The childminder helps children to achieve their full potential, for example, through careful planning and good teaching skills.
- The childminder supports the development of children's speaking skills particularly well. For example, she provides a commentary as children play, such as with dinosaurs, and she introduces a range of language that children repeat. Children thrive in the childminder's care and become very good communicators in relation to their age.
- Children move freely around the childminder's home indoors and outside. They become busily engaged in play and activities throughout the day. Children access toys and resources independently, which allows them to introduce their own ideas to extend their imagination.
- Children are confident and show that they feel safe with the childminder. Care routines are closely matched to those at home, which contributes to how happy and content children feel. For instance, children bring in a soft toy from home that plays familiar noises to help them to settle at sleep time.
- Occasionally, the childminder does not provide children with consistent opportunities to help them to understand the importance of following good hygiene routines.
- The childminder does not make the best use of her positive relationships with parents to provide them with opportunities to contribute to children's ongoing assessments.

What the setting needs to do to improve further

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

- provide children with consistent opportunities to learn about the importance of following good hygiene routines and help to support their good health even further
- involve parents more in children's ongoing assessments and provide parents with more opportunities to share information from home.

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 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

Safeguarding is effective. The childminder ensures that she maintains a good understanding of how to keep children safe. For instance, she knows how to identify children that may be at risk and understands the procedures to follow, if required. Parents are very complimentary of the childminder and the service that she provides. For example, parents comment positively about the childminder's good systems for communication. They state that the childminder provides them with regular updates and photographs of their child and their achievements. The childminder attends some training courses and she reads appropriate information online. This enables her to continually improve her knowledge. For example, she has accessed a training course that has improved her understanding of forming positive attachments with children. This has a positive impact on her good practice.

Quality of teaching, learning and assessment is good

Children show good levels of motivation during activities. For instance, they become engrossed as they fix a train track together. The childminder allows children time to work through and solve their own problems, and children continue to try until they succeed. The childminder realises the importance of young children having ample opportunities to help them to develop their early writing skills. Children delight at making marks, such as with coloured pens. The childminder models how to hold and use the pen correctly and she draws circles and lines, that children copy. The childminder informs parents about children's progress and achievements as they occur, such as verbally and through written documents. She also provides parents with activities and ideas to help them to continue children's learning at home. For example, the childminder talks to parents about what children are learning and asks them to, for example, look for colours and numbers in the environment.

Personal development, behaviour and welfare are good

The childminder teaches children about differences and similarities between themselves and others. For instance, she provides visual images and books about people from around the world and different cultures and religions. Children enjoy looking through the books and the childminder talks to them about the different people that they see. Children behave well and the childminder has high expectations. For example, at tidy-up time, the childminder motivates children by asking them to collect all the green toys together. Children delight at helping with the task and excitedly join in. Children show good levels of independence. For instance, they enjoy peeling their own fruits at snack time, such as tangerines.

Outcomes for children are good

Children make good and sustained progress from their starting points. They listen well to the childminder and show good critical-thinking skills. For example, when asked, they are able to find a blue aeroplane and a green car from a large range of coloured vehicles. Children are developing skills that prepare them for their eventual move to school.

Setting details

Unique reference number	500274
Local authority	Manchester
Inspection number	10109576
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	4
Date of previous inspection	16 January 2015

The childminder registered in 1998 and lives in Withington, Manchester. She operates all year round from 6am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

