

# Childminder report

<b>Inspection date</b>	15 July 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
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 knows the children in her care very well. She observes children's play and accurately assesses what they know and can do. Overall, she plans a broad range of challenging and interesting activities that help children to move on to the next stage in their learning. All children make good progress.
- The childminder seeks detailed information from parents about children's care routines and prior learning. She makes good use of this information to help her to support children's development and well-being.
- Children develop strong, trusting relationships with the childminder, who is extremely caring and sensitive. They thoroughly enjoy one-to-one time with the childminder and seek her out for cuddles and reassurance. Children are very happy and well settled in her home and demonstrate high levels of emotional security.
- The childminder works closely with parents and the schools that some children also attend. She shares information effectively, which helps to promote good levels of consistency and continuity for all children. Parents are highly complimentary about the childminder and the service she provides. They comment that she 'goes above and beyond' in her practice, is a 'dedicated, committed professional' and 'like a part of their family'.
- The childminder does not consistently provide a rich range of activities to further extend children's learning in some aspects of their mathematical development, such as shape, space and measure.
- The childminder does not make the most of opportunities to broaden children's knowledge about diversity in self-chosen play.

## What the setting needs to do to improve further

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

- provide a rich range of experiences to engage children's interest further in exploring mathematical concepts, such as shape, space and measure
- provide more opportunities in self-chosen play for children to develop a greater understanding of diversity.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector talked to children and the childminder throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity with the childminder.
- The inspector looked at relevant documentation, including a sample of policies and procedures and children's learning records. She also checked evidence of the suitability of the childminder and other adults living on the premises.
- The inspector took account of the views of parents from written feedback obtained by the childminder.

#### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of the referral procedures to follow should she have concerns about the health or welfare of a child. She risk assesses the environment thoroughly to ensure children are safe. The childminder is proactive at seeking out information from a variety of sources, including the internet, online training and through discussions with other registered childminders. This helps her to continue to enhance her knowledge and skills and improve learning outcomes for children. The childminder consistently reflects on her practice and evaluates activities, her teaching and the environment. She has exciting plans in place to further develop the garden. These include planning further opportunities for children to access forest school activities to enhance their knowledge of the world around them.

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

The childminder provides activities to match children's individual learning styles. She knows that some children learn best by playing and exploring and plans activities that help them to do this. For example, the childminder provides a tray full of seeds, rice, lentils and pasta for children to investigate. Young children spend long periods filling and emptying containers with the mixture. This has a positive impact on the development of their small-muscle control and coordination. Children feel the texture of the mixture with their hands and fingers. They develop good creative skills and imagination. For example, children pretend to make cups of tea in the role play-kitchen. They make cupcakes and blow out pretend candles that they make with pasta. The childminder is particularly skilled at supporting children to develop good communication and language skills. She role models correct grammar and pronunciation and provides a running commentary to describe what children are doing.

### Personal development, behaviour and welfare are good

The childminder plays alongside children to teach them how to share and take turns. Children behave well. When the childminder starts to tidy up, they say, 'I'll help'. The childminder provides children with healthy, home-cooked meals to suit their individual dietary requirements. Children grow, harvest and eat tomatoes, courgettes, carrots, beetroot, lettuce and pumpkins from the garden. The childminder encourages children to try new healthy foods and textures and to drink plenty of water. This helps to enhance their understanding of the importance of adopting healthy eating habits. The childminder offers lots of opportunities for children to develop their physical skills. She makes good use of the garden, where children play football, ride bicycles and explore sand and water. This contributes to children's good health and well-being.

### Outcomes for children are good

Children make good progress. They concentrate well and persevere with tasks that they find difficult at first. Young children develop very good self-care skills for their age. For example, they keep trying until they eventually manage to take off their shoes as they enter the setting. Overall, children develop a wide range of skills, abilities and attitudes that prepare them well for future learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY548213
<b>Local authority</b>	Salford
<b>Inspection number</b>	10115044
<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 - 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	Not applicable

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

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Piccadilly Gate  
Store Street  
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