

Childminder report

Inspection date	11 July 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 offers a welcoming and highly stimulating environment. She has carefully considered the layout to inspire children and promote their learning. Children are engaged and motivated to learn.
- The childminder has high expectations for children's well-being. She manages risks effectively and teaches them how to keep themselves safe. Children are healthy and well cared for.
- The childminder has an effective programme for continuous professional development. She is committed to improving her skills and keeping her knowledge up to date. Children benefit from the childminder's new and exciting ideas for activities to help them to achieve their learning goals.
- The childminder makes accurate observations and assessments to inform children's next stages of learning. She identifies any gaps in learning promptly and puts plans in place to help to close the gap. Children make good progress.
- Parents contribute to their child's initial assessments. The childminder keeps parents well informed about their child's ongoing learning and development. Furthermore, she provides suggestions for parents to help their child with learning at home. Children receive continuity of care and learning.
- The childminder promotes equality and diversity. She teaches children about respect and they explore different cultures and festivals, such as Chinese New Year and Ramadan. Children learn to appreciate the similarities and differences between people. They develop their understanding of the wider world.
- The childminder reflects on her own practice well. However, she does not always include the views of parents in the evaluation of the setting.
- The childminder delivers good teaching and a broad curriculum which helps children to develop across all areas of learning. However, occasionally, she does not give children enough time to think and respond for themselves during conversations.

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 parents to contribute their views and feedback to the self-evaluation of the setting
- allow children sufficient time to respond in order to help them to further develop their speech and so raise the quality of teaching even higher.

Inspection activities

- The inspector completed a joint evaluation of an activity with the childminder and discussed the 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 and children's records.
- The inspector had a tour of the premises and assessed the safety and suitability of the premises for childminding.
- The inspector observed interactions between the childminder and children during activities and routines.
- The inspector held discussions with the childminder about self-evaluation, safeguarding and continuous professional development.

Inspector

Hannah Britton

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder implements robust policies and procedures to help her to keep children safe. She is knowledgeable about child protection issues and alert to potential signs of abuse or neglect. The childminder reports any concerns promptly. Children's welfare is central to her practice. The childminder makes continuous improvements to the setting to benefit children. For example, she adapts the environment to make it even more accessible for them. The childminder recently introduced a water station so that children can help themselves to drinks. This helps to promote their independence and develop children's self-care skills.

Quality of teaching, learning and assessment is good

The childminder demonstrates good teaching. She plans challenging activities to target children's next stages of learning. For example, the childminder designs handwriting practice sheets and shows children how to trace over zigzags and lines. She encourages them to have a go by themselves. The childminder closely supports and guides children's emerging writing skills. She adapts activities to follow children's interests. For instance, when they ask to draw shapes, the childminder presents laminated shapes and a poster. Children play a matching game before attempting to draw their own circles and triangles. She explains the features of shapes and challenges children to identify them. They group shapes together, talk about the colours and count them. The childminder uses effective questioning to help children to consolidate their existing mathematical knowledge and learn new words.

Personal development, behaviour and welfare are good

The childminder is responsive to children's needs. She liaises with parents to find out about children's preferences and incorporates them into the setting. For example, the childminder adapts the weekly menus to cater for vegetarian diets. Children eat healthily and enjoy meals together. Well-established daily routines help children to feel settled. Children know what to expect next. The childminder manages their behaviour effectively. She models good behaviour and teaches children how to play cooperatively. They are well mannered and show respect for one another. Children welcome praise, such as a sticker for their achievement. They have developed secure attachments with the childminder. Children instinctively go to her for comfort and reassurance and want her to join in with their games. They feel safe and are happy at the setting.

Outcomes for children are good

Children make good progress from their starting points. They consistently achieve their next stages of development. Children are enthusiastic and socially confident. They interact well with each other and communicate their feelings and wishes effectively. Children are keen to learn. They test out their ideas and solve problems through trial and error. For example, children work out how to connect and balance bricks to build a tower. They are persistent and show pride when they succeed. Children are active and explore their environment eagerly. They engage in imaginative small-world play and act out experiences in pretend scenarios. Children pay attention to books and enjoy interpreting the pictures. They develop the key skills they need in order to start school.

Setting details

Unique reference number	EY547264
Local authority	Salford
Inspection number	10103853
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children	2 - 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

The childminder registered in 2017 and lives in Swinton. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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