

Childminder report

Inspection date	23 July 2019
Previous inspection date	11 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	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 is well qualified and experienced and works extremely well with her assistant. They regularly observe children and plan a wide range of fun activities that motivate children to learn. For example, children are thoroughly engrossed as they take part in a singing session. They eagerly take props out of a bag to choose their favourite song.
- Careful monitoring of children's progress helps the childminder to quickly identify any gaps in their learning. The childminder uses this information effectively to implement plans to help children to catch up. Children make good progress.
- Children build strong, trusting relationships with the childminder and her assistant. They are happy and well settled in their care. Children demonstrate good levels of emotional security and self-esteem. For example, babies and children are confident to interact with unfamiliar people to share their learning and experiences.
- The childminder regularly observes her assistant to monitor her practice. She discusses her strengths and areas for development. The childminder role models good practice and uses her expertise and knowledge to support and mentor her assistant. She offers guidance on how she can improve her practice further.
- Partnerships with parents are strong. There are effective arrangements in place to share details of children's development with them. This helps to strengthen links between the setting and home.
- The childminder and her assistant establish close links with schools and settings that some children also attend. They share information about children's learning and progress effectively. This helps to promote good levels of consistency and continuity for children.
- The childminder and her assistant do not consistently provide a range of opportunities to further extend older children's learning in some aspects of early literacy.
- The childminder does not use self-evaluation to target precise areas for improvement in order to help raise the quality of the provision to an outstanding level.

What the setting needs to do to improve further

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

- make better use of all opportunities to help older children to strengthen their understanding of linking sounds to letters to further enhance their good early literacy skills
- strengthen the process for self-evaluation and focus more precisely on targeting improvements that help to raise the overall quality of the provision to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke to children, the childminder and her assistant at appropriate times throughout the inspection.
- The inspector completed an evaluation of a planned adult-led activity delivered by the assistant with the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures and children's records. She also checked evidence of the suitability of the childminder and other adults living and working on the premises.
- The inspector took account of the views of parents from written questionnaires obtained by the childminder and from a grandparent spoken to on the day of the inspection.

Inspector
Julie Kelly

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant fully understand what action they must take if they have concerns about the health or welfare of a child. They undertake regular safeguarding training to ensure that their knowledge is kept up to date. The childminder and her assistant work closely with other registered childminders. They share good practice and learn from each other. They are proactive at seeking support from the local authority to help to improve their skills further. Following advice from the early years adviser, the childminder adapted how she monitors children's development. This helps to ensure all areas of learning are covered and children make good progress.

Quality of teaching, learning and assessment is good

The childminder and her assistant are full of fun and enthusiasm and this is imitated by the children. Babies have the space to crawl, walk and cruise along furniture. They manoeuvre their bodies in different ways until they eventually succeed at sitting in a toy car. Children are confident communicators. Babies constantly babble and make sounds to make their needs known. The childminder and her assistant repeat sounds that babies make and babble back to them. This helps to enhance their speaking skills. Older children talk with great enthusiasm about the chickens that live in their garden. The childminder asks them, 'What do we get from the chickens?' After a while, when they do not respond, she says, 'What is a round shape that we eat?' Children proudly shout, 'Eggs'. The assistant skilfully incorporates several areas of learning during activities. She uses the toy farm to encourage older children to sort, count and match animals and compare sizes. This helps children to develop early mathematical skills in readiness for school. Younger children learn the names of the animals and identify the sounds that they make. Children rapidly learn new words, such as 'piglet', 'bucket', 'goat' and 'tiny'.

Personal development, behaviour and welfare are good

The childminder and her assistant are excellent role models and consistently show children respect and patience. Children are well mannered, polite and helpful. Their behaviour is good. Children benefit from fresh air and opportunities to take part in enjoyable physical exercise. The childminder and her assistant make excellent use of the garden, where children climb, balance, ride bicycles and play hopscotch. Babies pull wheeled toys, push prams and crawl around on the grass. This has a positive impact on their good health and well-being. The childminder and her assistant take children on regular outings in the local community, where children socialise with people from different cultures and backgrounds. Children develop a good understanding of the world around them and people and communities beyond their own experience.

Outcomes for children are good

Babies and children make good progress. They enjoy the freedom to practise and investigate what they can do. Children explore their own ideas and select and use toys and resources independently. They are imaginative and creative. Children pretend to make cups of tea and cook food in the role-play kitchen. They ask the childminder, 'Do you want sugar in your tea?' Overall, children are well prepared for school.

Setting details

Unique reference number	EY268190
Local authority	Manchester
Inspection number	10064759
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	11 December 2015

The childminder registered in 2003 and lives in Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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