

Childminder report

Inspection date	23 August 2019
Previous inspection date	24 April 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 significant improvements to her skills, practice and environment since her last inspection. She has worked closely with the local authority advice team and has followed their recommendations and guidance. The childminder demonstrates good motivation and commitment. The quality of provision is good.
- The childminder observes and monitors children's development. She knows what children can do and where they require support. The childminder plans activities with specific focus to promote new learning.
- The childminder's home, both inside and outside, is well organised and offers children plenty of toys and learning opportunities. Children's learning is well supported by a stimulating environment.
- Children are assertive and ask plenty of questions to satisfy their curiosity. They show motivation and eagerness to learn new things.
- The childminder delivers praise and encouragement in a highly enthusiastic fashion. Children respond well and clap to congratulate themselves, demonstrating high levels of emotional security.
- The childminder takes steps to identify and minimise potential hazards to children in her home and in the local community. Risk assessment procedures are good and help to protect children from harm.
- The childminder has not made secure links with other settings children attend, to help her to mirror her teaching and optimise children's learning.
- The childminder does not always identify specific targets to improve when evaluating her practice, to help her to develop the already good service quickly.

What the setting needs to do to improve further

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

- strengthen links with other settings children attend and share information about learning to help to complement teaching and optimise outcomes for children
- make better use of reflection and identify even more precise targets and take quick steps to achieve rapid improvement towards outstanding standards.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation, including evidence of the suitability of persons living at the registered premises.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of their views and comments.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a detailed safeguarding policy and many handwritten 'prompt notes' for her reference, if required. She has recently completed safeguarding refresher training to help to ensure her knowledge is up to date. The childminder knows how to identify and report safeguarding concerns, to help to protect children from harm. She has a very positive attitude to her professional development. The childminder has completed a broad array of online training and attends local quality forum meetings to discuss best practice. Ongoing training helps to extend the childminder's skills and build confidence. Partnerships with parents are good. Parents comment positively about the quality of the provision they experience and refer to the childminder's practice as 'home from home' for their children. They refer to the childminder as their 'friend' and positive relationships are well established to help to benefit children.

Quality of teaching, learning and assessment is good

The childminder recognises and makes the most of spontaneous learning opportunities as these arise. Her subtle suggestions and guidance during children's play help to extend children's learning. For example, children are encouraged to count the quantity of sandcastles they make. They correctly identify different shapes, including pyramids and cubes, illustrating emerging mathematical and problem-solving skills. Children enjoy frequent trips within the local environment. A range of different outings help to extend children's learning experiences. For example, children enjoy picking blackberries from the hedgerow during a recent nature walk. Children learn about the wider world around them in very practical ways. Trips are carefully planned and learning is incorporated into outings. To illustrate, children enthusiastically explain they use clipboards and paper to record what they see when out of the house. This helps to extend children's observational and early writing skills. The programme of play is rich and varied. Children have fun as they learn in a practical, hands-on manner.

Personal development, behaviour and welfare are good

Children share strong bonds with the friendly childminder. To illustrate, they explain with excitement how the childminder 'visits their dreams' when they sleep. Children's emotional well-being and self-esteem are highly secure. Children are regularly encouraged to tidy away and pick up their toys. They cooperate with daily routines, become independent and undertake small responsibilities. Children learn respect for their environment. They appreciate how to keep themselves safe and prevent trip hazards, contributing to their personal welfare.

Outcomes for children are good

Children make good progress in their development journey and continually build on existing skills. They prepare well for the next stage in their learning and their eventual move to school. Children show impressive concentration and perseverance. For example, young children concentrate as they explore and investigate sand. They focus on activities for extended periods of time, solving problems and actively engaging in play. This positive attitude and motivation create a secure foundation for learning.

Setting details

Unique reference number	500500
Local authority	Manchester
Inspection number	10109577
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	24 April 2015

The childminder registered in 1993 and lives in Levenshulme, Manchester. She operates all year round, from 7am to 5.30pm on Monday to Friday, except bank holidays and family holidays.

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