

Childminder Report

Inspection date	19 January 2016
Previous inspection date	1 March 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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 successfully encourages parents to share ongoing information regarding children's achievements at home, to complement their learning at the setting.
- The quality of teaching is strong. The childminder has high expectations of all children in her care. She plans exciting and appropriately challenging activities, building on what they already know and can do.
- Children form close bonds with the childminder and flourish in her care. The childminder takes time to get to know children well and sensitively responds to their care and learning needs.
- The childminder supports children to celebrate their own cultures and faiths. She celebrates special events in the children's lives and encourages them to recognise those of others in their community. This helps children to develop an understanding of the wider world.
- Children make good progress from their starting points. Those who have particular needs receive continued support to enable them to reach good levels of achievement.

It is not yet outstanding because:

- Self-evaluation does not have the exceptional detail to help identify ongoing priorities and plans, in order to 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:

- extend self-evaluation procedures to identify areas for further development to raise the quality of the provision to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed an evaluation of an activity with the childminder.
- The inspector looked at relevant documentation, including policies and procedures and evidence of the suitability of adults living in the household.
- The inspector spoke to children at convenient times during the inspection and took account of the views of parents.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder attends regular training to update her skills and knowledge. She demonstrates a secure understanding of the procedure to follow should she be concerned about the welfare of a child. She also recognises risks to children in the environment and takes appropriate action to ensure that children are not exposed to these. The well-qualified childminder is proactive in completing further professional development opportunities, in order to continually meet the changing needs of children. The childminder exchanges information and works well with other early years settings, so that children's care is consistent and their learning is not interrupted. She works closely with her co-childminder to update policies and procedures, and shares these with parents to help them understand her role and responsibilities.

Quality of teaching, learning and assessment is good

Children are provided with a wide range of resources and have uninterrupted time to play and explore. This helps children to become deeply involved in their learning and make new discoveries in their play. The childminder sensitively joins in with children's play, offering new ideas and suggestions to extend their thinking even further. The childminder actively engages children in conversations and asks well-timed questions. This helps to develop children's communication and language skills. The childminder provides resources for mixing colours and joining things together. Children combine different materials to create new effects and textures. They use their exploratory skills to create artwork. The childminder makes full use of opportunities to develop children's mathematical language. Children are encouraged to recognise shapes and colours in the environment and use number language as they play.

Personal development, behaviour and welfare are good

Children learn to adopt a healthy lifestyle as the childminder places a high priority on this aspect. They have daily opportunities to enjoy the fresh air and challenge themselves physically. They also benefit from eating and finding out about healthy foods. The childminder is an excellent role model. She models good manners and teaches children to respect adults and each other. As a result, children behave very well. They understand behaviour expectations, such as sharing toys and respecting each other. Children are confident, independent learners. They regularly make choices in their play and demonstrate perseverance when solving problems they encounter. The childminder offers regular praise and encouragement. This helps to support children's emotional well-being.

Outcomes for children are good

Children are equipped with the skills needed for their next stage in learning and their eventual move to school. They learn mathematical skills, such as addition and subtraction, and early literacy skills, such as writing their name.

Setting details

Unique reference number	310327
Local authority	Trafford
Inspection number	867935
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 12
Total number of places	6
Number of children on roll	9
Name of provider	
Date of previous inspection	1 March 2011
Telephone number	

The childminder was registered in 1993 and lives in Stretford, Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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