

Childminder report

Inspection date	12 December 2018
Previous inspection date	3 September 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 caring and nurturing childminder successfully meets the emotional needs of children. She works closely with parents from the start to find out specific information to help children to settle, such as their individual preferences. All children, including new children, are happy and settled in her care.
- The childminder completes regular observations as children play and she uses them to form accurate assessments. This helps her to monitor children's progress closely and identify any emerging gaps in their learning. Overall, activities are well matched to children's interests. Children make good progress and particularly good progress in their communication and language development.
- The experienced childminder is committed to extending her skills and knowledge. For instance, she has strong links with other local childminder's, she attends training and reads a wealth of information online. This has a positive impact on her practice.
- The childminder provides children with many opportunities to make their own choices and decisions during play. For example, children freely access a wealth of toys and resources within well organised playrooms. Children are confident and show a good sense of belonging.
- Children's behaviour is managed effectively by the childminder. Children as young as two-years-old cooperative and agree to compromise during play. The childminder constantly praises children for their positive behaviour and children respond with smiles. This helps to raise their good levels of self-esteem even further.
- The childminder regularly reflects on her provision and develops plans for improvement. However, she does not consistently seek and use the views of parents in the process.
- Occasionally, the childminder does not fully consider how planned group activities can be adapted for younger children. Sometimes, younger children cannot participate fully and therefore they do not always benefit from the good quality teaching that takes place.

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 systems to include the views of parents
- adapt planned activities to help younger children to become more involved and extend their learning even further.

Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector viewed written feedback provided by parents prior to the inspection and she took account of their views.

Inspector

Savine Holgate

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good awareness of her role and responsibilities in relation to safeguarding children. She accesses regular child protection training and updates. The childminder is aware of the potential signs and symptoms of abuse and neglect and she understands the local reporting procedures. She is knowledgeable and she has a good understanding of the legal requirements. For example, she records and monitors children's attendance meticulously and she ensures that she follows the correct ratios at all times. This helps to keep children safe.

Quality of teaching, learning and assessment is good

The childminder provides one-year-old children with a box containing a range of interesting items. Children become absorbed in exploring and finding out what things do and how they work. The childminder knows when to sit back and allow children time to explore independently and when to intervene and model play. This helps children to develop their problem solving skills and builds on their concentration. Children who are two-years-old enjoy exploring dough and resources, such as cutters and rolling pins. The childminder talks to children about the shapes, colours and texture of the dough. This helps to extend their already good vocabulary further. Children concentrate for extended lengths of time, in relation to their age. They use their fingers and tools to manipulate the dough. They introduce their own ideas, such as to roll it into balls. This helps to strengthen children's finger muscles in preparation for early writing. The childminder provides parents with professional support and guidance. For instance, when encouraging children to walk, she shares useful ideas that parents can try at home. This helps to provide children with consistency. All children enjoy sharing stories with the childminder. They listen with interest and point at the pictures and repeat words. This helps to build on children's communication, language and early literacy skills further.

Personal development, behaviour and welfare are good

The childminder supports children's physical well-being well. For instance, she recognises when children become tired and she settles them following their individual routines from home. Children are active and engage in physical exercise each day. For example, they walk to and from school and enjoy regular trips, such as, to local parks. The childminder takes children on outings further afield. For example, children enjoy outings to the city centre, beaches and other places of interest. This contributes to their awareness of the world around them and helps them to develop their good social skills.

Outcomes for children are good

Children develop a range of skills in preparation for their eventual move to school. Children who are two-years-old are confident around adults. They show determination during activities and are self-motivated to do things independently. Younger children develop good physical skills. For example, they enjoy carefully stacking toy bricks and show good coordination and balance.

Setting details

Unique reference number	318213
Local authority	Trafford
Inspection number	10066419
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 - 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	3 September 2015

The childminder registered in 1992 and lives in Urmston, Manchester. She operates all year round from 7.30am until 6pm, Monday to Friday, except bank holidays and family holidays.

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