

Childminder report

Inspection date	22 August 2019
Previous inspection date	16 October 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 experienced and knowledgeable. Coupled with her motivation and passion for working with young children, the quality of service offered is consistently good.
- The childminder reads widely and completes appropriate training. This helps to enhance her already good skills and builds confidence. For example, recent training relating to child protection helps to extend the childminder's good knowledge in this aspect of practice.
- The childminder has the utmost regard for children's safety. She is highly vigilant and ensures that her full, undivided attention is given to children in her care. The childminder frequently checks children are nearby and asks them if they are happy and content. Children's safety is promoted through close supervision and children demonstrate that they are emotionally secure and happy.
- The childminder skilfully adapts her interactions to meet children's differing needs and abilities. Children receive appropriate levels of challenge and make good progress.
- Children are well supported in their ongoing development. The childminder completes accurate and frequent observations of children. She understands children's abilities and her teaching is tailored precisely to children's development needs.
- The childminder is affectionate, gentle and kind in her interactions with children. Children respond well to her frequent nurturing attention.
- Sometimes, the childminder does not make the most of opportunities to extend older children's mathematical counting skills beyond their current capabilities.
- At times, the childminder is overly attentive and completes tasks for children without allowing time and space for them to try for themselves. This prevents children from developing their independence at the very highest level.

What the setting needs to do to improve further

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

- make the most of opportunities as these arise during play to extend older children's mathematical counting skills even further
- extend children's already good independence and enable them to complete or try to undertake everyday routine tasks for themselves.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside 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 took account of the views and comments of parents.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder has a secure knowledge of her responsibilities associated with child protection. She is confident to identify and swiftly respond to safeguarding concerns in an appropriate manner, if required. The childminder develops effective and fruitful relationships with other professionals. For example, she discusses good practice ideas and compares teaching techniques with other childminders. The childminder makes good use of these relationships to help her reflect and improve her practice. The childminder recognises the value of working closely with schools and other nursery settings children attend. She links her activity planning to topics delivered elsewhere. Consistency in teaching helps to optimise children's learning. Additionally, partnerships with parents are effective to further promote consistency for children.

Quality of teaching, learning and assessment is good

Children benefit from high-quality teaching and positive interactions delivered by a skilful childminder. The childminder is a good role model and competently guides children's learning through her interactions. To illustrate, children are provided with clear instructions when playing a card game. They practise their physical coordination and confidently follow instructions as they attempt to spin a wheel and progress the game. The childminder creates an excellent learning environment. A broad range of toys are available to support learning for children of all ages and abilities. The environment is further enhanced by bright displays, learning posters and background music to help to stimulate children and promote engagement and learning. The childminder incorporates children's interests into play. This helps to inspire and excite children. For instance, children show a particular interest in dinosaurs and this is weaved into various aspects of play. Learning is made enjoyable and children make good progress.

Personal development, behaviour and welfare are good

Children are immensely reassured by the childminder and demonstrate emotional security in her care. They seek out the childminder to join in their games and sit closely during story sessions, clearly sharing positive relationships. Children plant and nurture carrots in the childminder's garden. They learn where their food comes from and develop a positive attitude to healthy eating. Children are cooperative, social and behave well. For example, they pat the chair next to them to indicate they wish their friends to sit close by. Friendships flourish, helping to enhance children's experiences and social skills.

Outcomes for children are good

Children make good progress from their starting points. They have fun as they learn, and in turn they are eager to try new things and investigate with motivation. This creates a good foundation for learning. Children enjoy books. They look at illustrations, follow the main events in stories and recall characters. Children develop good early literacy skills. They know what they like and assert their wishes and ideas with ease. For example, children eagerly shout their food preferences when offered snacks and lunch. Children are confident and assertive. They acquire key skills in readiness for school.

Setting details

Unique reference number	318415
Local authority	Trafford
Inspection number	10066426
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	6
Number of children on roll	6
Date of previous inspection	16 October 2015

The childminder registered in 1997 and lives in Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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