

Childminder report

Inspection date	15 May 2019
Previous inspection date	1 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 and her assistant have a warm, welcoming and nurturing approach which helps children to feel settled and happy.
- Children enjoy regular outings with the childminder and her assistant. They access local playgroups where they socialise and play with others, helping to develop their personal and social skills. They also make trips to the park, library and farm, which helps children to become familiar with their local community.
- The childminder conducts regular observations to help track children's learning and development. She uses these to identify any gaps in learning swiftly and to share relevant information with the appropriate professionals.
- The childminder has established good links with parents. She uses this platform to share how children are progressing and to celebrate their achievements. Parents comment on how fond their children are of the childminder and of the high level of care they receive.
- The childminder maintains close links with the local authority and other childminders. This helps her to review practice and keep up to date with any changes. The childminder makes good use of training opportunities available to her and conducts research independently to continuously upskill.
- Although the childminder and her assistant offer children a wide range of resources and experiences, they do not make the best use of the environment to allow maximum opportunities for children to explore independently.
- The childminder has not developed a targeted plan for the professional development of her assistants, to help raise their teaching skills to the highest level.

What the setting needs to do to improve further

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

- target plans for the professional development of assistants and help to raise their already good-quality teaching practice to the highest level
- make even better use of the environment to allow children to engage in more spontaneous play opportunities, fully utilising the wide range of resources available.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning and development.
- The inspector completed a joint evaluation of an activity with the childminder and her assistant.
- The inspector had a tour of the childminder's home.
- The inspector held discussions with the childminder and her assistant who was present on the day of the inspection. She looked at relevant documentation and evidence of the suitability of persons living in the household.
- The inspector spoke to children at appropriate times throughout the inspection.
- The inspector took account of the views of parents through reading written feedback provided.

Inspector
Aisling Culshaw

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The childminder and her assistant are knowledgeable about the signs and symptoms that might indicate that a child is at risk of harm. They describe the appropriate steps to take should a concern arise. The childminder regularly reflects on the quality of the provision. She uses the views of her assistants, children, parents and other childminders to evaluate what works well and what needs to change. The premises are safe and secure, and children are well supervised in the home and on outings. The childminder values the sharing of information with other professionals. For example, she completes detailed assessments of children's learning and development and shares these with other settings that children attend. This helps to promote an integrated approach to the care and education of children.

Quality of teaching, learning and assessment is good

The childminder closely monitors children's progress and demonstrates her knowledge of how children learn by planning meaningful next steps in learning. She accurately adapts activities to meet the needs of the different ages and development stages of children in her care. The childminder and her assistant use effective questioning to support children to extend their learning. For example, children are encouraged to count items and name their colours as they sort them into matching containers. The childminder and her assistant challenge children's critical thinking by asking them to think about the differences and similarities of the objects. This helps to develop children's mathematical awareness and increase their listening and attention skills.

Personal development, behaviour and welfare are good

The childminder and her assistant continuously model positive behaviour. Children are provided with clear and consistent boundaries, helping them to feel secure and confident. The childminder and her assistant use praise and encouragement in abundance, which children respond warmly to. Children use good manners, show kindness to each other and are encouraged to celebrate their differences. They use flowers as a way of exploring how people have different qualities but are the same underneath. Children have many opportunities to develop their understanding of the world. For example, on outings to the park, children observe changes in nature through the seasons. Children learn about road safety when out in the local community, singing a song to reinforce how to cross the road safely. The childminder makes good use of her garden to encourage physical and active play. Children have continuous access to fresh drinking water and enjoy a menu of healthy snacks and home-cooked meals.

Outcomes for children are good

All children are making good progress from their starting points. They learn to be responsible, for example, by caring for the seeds they planted in the garden. They discuss the importance of keeping them hydrated to help them grow. Children learn about how things work using trial and error to activate the water mill. They use their thinking skills to consider what size of container and amount of water is needed to make it move. Children are well supported for their next stage of learning and eventual move to school.

Setting details

Unique reference number	318450
Local authority	Trafford
Inspection number	10066428
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 - 10
Total number of places	6
Number of children on roll	14
Date of previous inspection	1 October 2015

The childminder registered in 1998 and lives in Urmston, Manchester. She operates all year round from 7.45am 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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