

Childminder Report

Inspection date

9 September 2015

Previous inspection date

18 September 2009

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

- Children make good progress in their development and are gaining the skills needed for their next stage in learning. The childminder successfully supports this progress as she uses her knowledge and training to plan and support the range of play experiences that children enjoy taking part in.
- Children are very settled and happy. They develop secure emotional attachments with the childminder and respond well to her genuine affections. This fosters their well-being. The childminder recognises children's different personalities, interests and capabilities and successfully meets their different needs, particularly when children require additional support.
- Partnerships with parents are strong. Parents are actively involved in their child's learning, sharing their developments at home with the childminder. This cohesive approach makes a strong contribution to children's care, learning and development.
- Children's good health is successfully promoted. Children are beginning to make healthy food choices and the childminder provides healthy snacks, drinks and home-cooked meals to complement this. Children have lots of opportunities to be physically active as they play in the garden and visit places within the community.
- The childminder is a good role model. She gives children age-appropriate guidance about how to behave, and teaches them to share and take turns from a young age. Children behave extremely well and play confidently together.

It is not yet outstanding because:

- On occasion, the childminder does not always give children enough time to respond to questions to enhance their learning further.

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 every opportunity to encourage children to make links in their learning through giving them more time to think and respond to questions.

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of policies, including risk assessments, children's assessment records and discussed the systems for planning children's play experiences.
- The inspector undertook a joint observation with the childminder.
- The inspector spoke to the childminder and children at appropriate times during the inspection and took account of the views of parents from written information included in the childminder's own parent survey.
- The inspector checked the evidence of the childminder's training and qualifications and the suitability of the household members.
- The inspector discussed the childminder's current procedure for self-evaluation.

Inspector

Joanne Parrington

Inspection findings

Effectiveness of the leadership and management is good

The childminder has a good understanding of the statutory requirements. The arrangements for safeguarding are effective. The childminder is confident about the action to take to safeguard and protect children, and keep them safe. This is supported by regular training and the detailed policies and procedures in place. The childminder makes good use of national guidance documents to aid her practice. She uses accurate and well-detailed assessments of children's attainment to ensure they continue to make good progress. The childminder takes account of the views of parents and children as she evaluates her practice and provision. She identifies strengths and areas for further improvement in order to refine and maintain the good quality of her provision.

Quality of teaching, learning and assessment is good

The childminder has a good understanding of how children successfully learn through a well-balanced mix of adult-directed and child-initiated play experiences. She uses short, clear pronunciation when communicating with children, which particularly helps children who have difficulties with their speech. The childminder's use of questioning is strong. However, occasionally the childminder does not always give children time to process the questions asked and answer the questions themselves. The childminder successfully engages in children's pretend play, such as when they pretend to have a picnic. She weaves mathematical concepts effectively into children's play and encourages them to practise simple calculations in everyday routines. Children enjoy creating music and joining in singing rhymes, using props to support their rhymes. Children have opportunities to make marks and develop their early writing skills, which the childminder displays, promoting children's sense of belonging.

Personal development, behaviour and welfare are good

The dedicated playroom is welcoming, child friendly and well equipped with a range of stimulating resources, supporting children's enthusiasm to learn and explore. Children are encouraged to help tidy away resources, which fosters their sense of responsibility and cooperation. Children learn about personal care and begin to develop independence with this. Children learn about how some foods grow. They enjoy digging up vegetables from the childminder's allotment and join in with using them to prepare meals. Children have many opportunities to develop their confidence and social skills away from the childminder's home. The childminder establishes good relationships with outside agencies and other early years settings that children attend to enable frequent sharing of information.

Outcomes for children are good

Children are confident learners who are gaining a solid foundation on which to grow and develop. They consistently make good progress in their learning. Children who require additional support receive strong interventions to quickly narrow any gaps in their development.

Setting details

Unique reference number	EY245643
Local authority	Trafford
Inspection number	860244
Type of provision	Childminder
Day care type	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	12
Name of provider	
Date of previous inspection	18 September 2009
Telephone number	

The childminder was registered in 2003 and lives in Sale, Manchester. She operates term time only from 7.45am to 6pm, Monday to Friday. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. At the time of inspection no children were receiving funded education.

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