

Childminder Report

Inspection date

14 March 2017

Previous inspection date

20 December 2012

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 keeps herself well informed of changes to requirements. She makes good use of the advice given by the local adviser and the information obtained through her membership of an early years professional body. This helps her to maintain a good quality provision for children.
- Relationships are very close. Children's emotional development is given high priority. The relaxed, nurturing care that the childminder offers and models supports children's confidence very well.
- Children make good progress. The childminder prioritises her time well giving prime consideration to promoting children's learning through play. The high levels of individual attention help to develop children's communication and language very well.
- The childminder understands how children learn. She uses her wealth of experience to good effect. She plans a balance of opportunities for children to learn and develop in different ways, including through attendance at local groups and other outings.
- Parents express very high levels of satisfaction. The childminder communicates regularly with them and other professionals. They share information about children's needs and their learning. This helps her to plan how to support children effectively.

It is not yet outstanding because:

- The current range of training and development opportunities is not highly focused on supporting the childminder to move towards delivering the best teaching and learning opportunities for children.
- Assessments are not as sharply focused to enable the childminder to plan precisely for children's next steps in learning, to help them make the best possible progress in all aspects of their learning and development.

What the setting needs to do to improve further

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

- broaden further the range of opportunities for professional development and use it to raise the quality of teaching and learning to the highest level
- enhance the already good assessment process to help each child make the best possible progress in all areas of learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors 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 and evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector

Angela Rowley

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The childminder refreshes essential elements of her training, helping her to keep abreast of the most up-to-date aspects of child protection. Training is prioritised to cover aspects of health and safety, which helps to ensure she remains well informed of safe practices. The childminder is vigilant and supervises children closely. Her operational procedures are clear and are shared with parents. She keeps all required documentation and successfully uses other methods of communication to share information. The childminder dedicates her time to playing with children. She knows each of them very well. She uses appropriate development guides which give her a generally good overview of their levels of development. The childminder is reflective in her practice and responds to her own evaluations of what can be improved further.

Quality of teaching, learning and assessment is good

The childminder uses her experience to good effect to provide children with interesting play opportunities which ignite their curiosity. She uses her good knowledge of what each child can do and is interested in, to adapt activities in ways which promote their learning. On the day of inspection, the childminder made very good use of children's early interest in technology to promote many aspects of their learning and development. She skilfully adapted the demonstrations and instructions to enable children to understand how to follow each program at their own level of development. The childminder supports children's speaking skills well. She models clear language and repeats words back when very young children are learning how to pronounce them. Mathematics is well promoted. The childminder models counting in everyday situations and makes good use of pauses to encourage children to think about what comes next.

Personal development, behaviour and welfare are good

Children form secure relationships with the childminder, who is very nurturing and responsive to their emotional needs. They freely share cuddles, warm smiles and affection. Children show how safe they feel as they confidently explore the environment and happily communicate with the childminder. Parents comment how they see their previously timid children flourish. Children benefit significantly from the childminder's calm demeanour. Highly consistent routines also contribute to children's good behaviour and self-care skills. The childminder makes good use of local playgroups to help develop children's social skills and experiences. Children's physical skills are well supported in the garden and by using large equipment at local play parks after school.

Outcomes for children are good

Daily routines help children to learn how to respond to meet their own needs, such as taking off their own shoes and coats after outside play, or using the bathroom. Children count in everyday situations and enjoy singing songs. They show interest in letters and the sounds they make, while using associated toys. Children demonstrate good levels of concentration, aided partly by the childminder's calm, continuing support. All children are becoming confident learners in readiness for their eventual move on to school.

Setting details

Unique reference number	EY371160
Local authority	Trafford
Inspection number	1059790
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	6
Number of children on roll	9
Name of registered person	
Date of previous inspection	20 December 2012
Telephone number	

The childminder was registered in 2008 and lives in Flixton, in the borough of Trafford. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

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