

# Childminder Report

**Inspection date**

29 April 2015

Previous inspection date

21 December 2009

|                                                                                        |                         |             |          |
|----------------------------------------------------------------------------------------|-------------------------|-------------|----------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|                                                                                        | Previous inspection:    | Good        | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Good        | 2        |
| The contribution of the early years provision to the well-being of children            |                         | Good        | 2        |
| The effectiveness of the leadership and management of the early years provision        |                         | Good        | 2        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The childminder and her assistant constantly talk to children and participate in their play, which helps to develop their language and communication skills.
- The childminder uses good assessment and planning systems to monitor children's progress and prepare them for the next stage of their learning.
- The childminder and her assistant have a secure understanding of safeguarding procedures, which enables them to promote children's well-being and keep them safe from harm.
- Children are settled, comfortable and happy in the childminder's company, because she has a caring approach towards the children in her care.
- The childminder builds good partnerships with parents and she shares regular information with them about their child's day and development.
- The childminder accurately identifies her strengths and areas for improvement and is committed to continually improve her provision for parents and children.

### It is not yet outstanding because:

- The learning environment, particularly the outdoor area, does not display a wide range of print of numbers and letters. This does not maximise opportunities for children to make links with print and meaning.

## What the setting needs to do to improve further

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

- increase opportunities for children to observe print in the learning environment, particularly outdoors, for example, through visual displays to promote the recognition and understanding of words and numbers.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector spoke with the childminder, her assistant and children at appropriate times throughout the inspection.
- The inspector took account of the written views of parents.
- The inspector conducted a joint observation with the childminder.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures.

## Inspector

Farzana Iqbal

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The childminder and her assistant demonstrate a good understanding of child development. As a result, the quality of teaching is good, and children's progress is supported across the seven areas of learning. Children are happy and relaxed in the positive learning environment. Younger children are fascinated with sensory play as they dig and play in the mud kitchen. Older children learn about measure as they pour water through funnels and water the plants. As a result, children explore their natural environment and develop their knowledge of the world around them. Children strengthen their mathematical skills as they sing 'five currant buns', and the childminder encourages them to count how many currant buns are left. The assistant makes good use of opportunities to repeat children's language and introduce new words. As a result, children are making good progress in their communication and language skills. However, there are few visual displays of words or numbers, particularly in the outdoor area. This means some opportunities are missed to strengthen children's learning about numbers and letters further and to help them understand that print carries meaning.

### **The contribution of the early years provision to the well-being of children is good**

Children benefit from secure and trusting relationships with the childminder and her assistant. Children are confident in the friendly home where they feel safe to explore and learn. The childminder supports consistency of care for the children, as she shares information regularly with parents, and uses an electronic system to update parents immediately. There are clear risk assessments in place. This means children are safe in the childminder's home, and when on trips to local schools and playgroups. Children are encouraged to be independent in their self-care needs, such as putting on their coats and shoes. Children self-assuredly take turns, sharing and playing together. This helps them to develop good social skills, and prepares them well for their next stage in learning. Children are self-motivated and enjoy spending time outdoors. They practise their balance and coordination skills. As a result, they develop their physical skills effectively.

### **The effectiveness of the leadership and management of the early years provision is good**

The childminder understands the requirements of the Early Years Foundation Stage and fulfils her responsibilities for safeguarding children in her care. A range of detailed policies and procedures are in place. Since the last inspection, the childminder and her assistant have gained level 3 childcare qualifications, which have increased their knowledge and enhanced their good practice. The childminder sufficiently mentors her assistant. She has begun to monitor her practice to develop her knowledge, and to raise the quality of teaching further. The childminder is proactive in her approach and has made considerable changes since her last inspection. She works with her early years advisors for advice and support. This has led to improvements in the outcomes for children's learning. Parents highly praise the childminder and her assistant. The childminder considers all suggestions, to continue to identify and address areas for future improvement.

## Setting details

|                                    |                  |
|------------------------------------|------------------|
| <b>Unique reference number</b>     | EY391876         |
| <b>Local authority</b>             | Trafford         |
| <b>Inspection number</b>           | 873981           |
| <b>Type of provision</b>           | Childminder      |
| <b>Registration category</b>       | Childminder      |
| <b>Age range of children</b>       | 0 - 8            |
| <b>Total number of places</b>      | 12               |
| <b>Number of children on roll</b>  | 8                |
| <b>Name of provider</b>            |                  |
| <b>Date of previous inspection</b> | 21 December 2009 |
| <b>Telephone number</b>            |                  |

The childminder was registered in 2009. She lives in Sale, a suburb of Greater Manchester. The childminder receives funding for two- and three-year-old children. The childminder works with an assistant during term time only and both have completed level 3 qualifications.

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