

Childminder Report

Inspection date

10 December 2015

Previous inspection date

28 June 2011

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 builds positive relationships with children which helps them to feel special, settled and secure. Children are happy and enjoy their time in her welcoming home. This helps to promote their personal, social and emotional development well.
- Strong and effective parent partnerships are well embedded into the childminder's everyday practice. Parents' written comments state how much their children enjoy being with the childminder. They express high levels of satisfaction with the quality of their children's care.
- The childminder clearly identifies children's abilities and next steps in their learning. She plans and provides a broad range of activities and experiences to support children to make good progress in their development. The childminder is focused on ensuring all children are well prepared for their eventual move onto school.
- The childminder is a good role model. Using consistent and clear guidance, she sensitively communicates her high expectations of good behaviour. She gently intervenes as young children learn to share and take turns.
- The childminder provides an excellent range of nutritious meals and snacks. Children enjoy opportunities to be active outdoors through their access to the outdoor area and trips to local parks. This contributes towards children's awareness of healthy lifestyles.

It is not yet outstanding because:

- Children are not always given meaningful opportunities to further extend their understanding of different cultures and the diversity of the world around them.
- Occasionally, some adult-led activities do not fully build on individual children's interests.

What the setting needs to do to improve further

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

- extend opportunities further for children to explore and celebrate similarities and differences in the wider community and between other people
- enhance the organisation of adult-led activities and support all children to become even more deeply involved in their learning.

Inspection activities

- The inspector observed activities and interactions between the childminder and children throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector looked at evidence of the suitability of the childminder and household members, and discussed her methods for self-evaluation.
- The inspector viewed the areas used for childminding and considered the views of parents, provided through written feedback.
- The inspector undertook a joint observation with the childminder and discussed the outcome.

Inspector

Kylie Nixon

Inspection findings

Effectiveness of the leadership and management is good

The childminder is committed and enthusiastic. She uses self-evaluation well to support the positive changes she makes to her provision. The childminder actively seeks feedback from parents and children to support her ongoing improvement plan. The arrangements for safeguarding are effective. The childminder demonstrates a good understanding of the procedures to follow should she be concerned about the welfare of a child. She has good policies, procedures and supporting documentation in place that underpin the efficient organisation of her setting. For example, the childminder completes risk assessments and gains appropriate permissions from parents to support her in managing children's safety. She offers gentle reminders to children as they play, to raise their awareness of their own safety. The childminder uses a range of engaging and effective communication methods to ensure parents are very well informed. She provides detailed accounts of children's daily routines, regular progress updates and information about changes to her practice and provision. Parents are provided with a selection of resources which support them to be actively involved in their children's learning at home. They freely share their child's achievements with the childminder. This collaborative approach significantly supports children's ongoing care, learning and development.

Quality of teaching, learning and assessment is good

Observation and assessment are used well to establish children's current stages of development and to monitor their progress. The childminder accurately identifies where children may be less secure in their learning and plans well to support their progress. Children enjoy exploring and playing independently. They take pride in creating towers and bridges using construction resources. Children show a real love for books. The childminder promotes children's communication and early literacy skills well. She engages older children in activities to support their recognition and formation of letters. The childminder helps children to develop early mathematical awareness by introducing counting into play, story times and everyday routines, such as snack time.

Personal development, behaviour and welfare are good

Children's emotional well-being is supported through the childminder's good understanding of each of them as an individual. The childminder supports children's independence skills effectively through everyday routines. All children help to tidy up and are responsible for age-appropriate tasks, such as preparing their own snacks. The childminder consistently offers encouragement and praise for their efforts. This helps to effectively promote children's self-confidence and self-esteem. Children are well supported to develop good relationships with each other.

Outcomes for children are good

All children, including those who receive funded early education, make good progress in their learning and development. They are working within the range of development that is typical for their age. They are well prepared for the next stage in their learning, including their future move to school.

Setting details

Unique reference number	EY414109
Local authority	Salford
Inspection number	851485
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	3
Number of children on roll	3
Name of provider	
Date of previous inspection	28 June 2011
Telephone number	

The childminder was registered in 2010 and lives in the Walkden area of Worsley, Greater Manchester. The childminder operates term time only, Monday and Wednesday 7.30am to 4.30pm, Tuesday and Thursday 7.30am until 5pm, and on Friday 7.30am until 4pm. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children.

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