

Childminder Report

Inspection date

24 April 2018

Previous inspection date

20 August 2014

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 from their starting points. The childminder assesses children's progress regularly to ensure any gaps in attainment are quickly identified.
- The childminder offers a welcoming, friendly environment. She works very well with parents to support children's learning, development and well-being.
- Children have good self-care skills and complete age-appropriate tasks independently.
- The childminder plans activities based on the children's interests which ensures they remain engaged and focused. Children respond enthusiastically to the challenges she provides and develop the good skills needed for starting school.
- Children behave well. The childminder gently reminds children of her expectations. For example, she encourages them to use good manners and she praises them when they are polite and considerate towards each other.
- The childminder makes good use of the local environment to provide varied experiences that enhance children's learning and enjoyment. For example, they enjoy train journeys to local museums and outings to the park and indoor play centre.

It is not yet outstanding because:

- The childminder does not focus her professional development fully on strengthening her teaching skills to extend children's learning experiences even further.
- Self-evaluation does not have the exceptional detail that helps identify ongoing priorities and plans to help the provision reach outstanding levels.

What the setting needs to do to improve further

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

- build on opportunities for professional development that help extend knowledge and skills even further
- enhance the way in which self-evaluation is used to help shape ongoing plans to raise the quality of the provision to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities 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 verbal and written feedback provided.

Inspector

Lindsey Wallwork-Jones

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The childminder updates her knowledge and understanding of safeguarding matters regularly. She understands what to do should she have a concern about a child, including the indicators that children may be at risk of exposure to extreme views. The childminder is very aware of potential hazards, both within her home and during outings, and takes action to minimise these. She has robust policies and procedures in place which she shares with parents during the induction period and updates these regularly to reflect any changes in legislation. The childminder keeps fully up to date with relevant information, such as current contact details and local procedures to help ensure children are kept safe.

Quality of teaching, learning and assessment is good

The childminder joins in with children as they play. Her interactions are purposeful and support children's understanding. For example, the childminder talks to the children about different types of birds as they play with feathers during a creative activity. The childminder keeps parents informed about the activities children have enjoyed during the day. She shares her observations of children's play with parents to support learning at home. The childminder promotes communication and language skills well. For example, she repeats single word phrases with the younger children. She provides a commentary for the children during play, asking questions that she adapts according to their age and stages of development.

Personal development, behaviour and welfare are good

Children respond well to the childminder and willingly follow instructions and participate in aspects of the daily routine. For example, they take turns using the bathroom and know to use their own face cloth and hand towel. The childminder is a positive role model for good behaviour. She supports children to lead healthy lifestyles well. For example, she provides nutritious meals and daily opportunities for energetic play. All children enjoy cuddles with the childminder and respond with excitement to her energy and enthusiasm.

Outcomes for children are good

Children are happy and motivated to learn. They enjoy their time with the childminder and make good progress in their learning and development. Children confidently choose from the wide range of available resources. They enjoy counting coloured beads on the abacus that help to develop their early mathematical awareness. Children develop the necessary skills for the next stage in their learning and for the move on to school.

Setting details

Unique reference number	EY442388
Local authority	Trafford
Inspection number	1105405
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 5
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	20 August 2014
Telephone number	

The childminder registered in 2012. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for family holidays. The childminder has a childcare qualification at level 4.

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