

# Childminder report

<b>Inspection date</b>	10 June 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Not applicable	<b>2</b>
Effectiveness of 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 uses her secure knowledge of how children learn to good effect. She provides a range of activities that capture their interest. This helps to motivate them to join in. Children make independent choices about their play.
- The childminder makes regular observations and assessments of children's learning. She monitors their progress and plans next steps to aid their development. The childminder provides good levels of challenge for children. This helps them to make progress in their learning.
- Children are happy and settled. They share good supportive relationships with the childminder. This helps to promote their emotional development.
- The childminder supports positive behaviour. Children play cooperatively and willingly share resources. For example, they gently remind each other that 'sharing is caring'.
- Admission procedures are tailored to meet children's individual needs. This helps them to settle quickly and to develop a sense of belonging.
- The childminder plans regular outings into the local community. This helps to widen children's experiences. For example, they mix with others at local toddler groups. This contributes to supporting their social skills.
- Parents' comments are very positive about the quality of the childminder's provision.
- The childminder attends regular training, which contributes to supporting her professional development. This has a positive impact on children's learning and their well-being.
- The childminder does not consistently make best use of opportunities to develop the skills of her assistant.
- Sometimes, the childminder does not maximise children's interest in number, or model counting and calculating as they play.

## What the setting needs to do to improve further

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

- enhance the supervision and performance management of the assistant to inform their professional development
- enhance opportunities to fully extend children's mathematical development, in particular the use of numbers for counting and calculating.

### Inspection activities

- The inspector had a tour of the premises used for childminding purposes.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning.
- The inspector held discussions with the childminder and talked to a parent and children during the inspection.
- The inspector looked at a selection of documentation, including children's learning records, safeguarding procedures, parents' written comments and training records.
- The inspector considered evidence of suitability checks carried out for all adults living or working within the home.

#### Inspector

Kate Smith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a good understanding of signs and symptoms of potential abuse. She knows the correct procedures to follow in the event of a concern regarding children's welfare. The childminder and her assistant both hold a paediatric first-aid qualification. This helps to support children's well-being in the event of a minor accident. The childminder implements effective risk assessment. This contributes to maintaining a safe environment for children. The childminder uses her knowledge and experience well to monitor children's development. She shares information effectively with parents and builds relationships with other professionals, such as teachers. This helps to provide continuity for children's care and learning.

### Quality of teaching, learning and assessment is good

The childminder creates a warm and welcoming environment. She sets high expectations for all children. The childminder uses her skills to recognise and close gaps in their individual development. She encourages children to have a go and to persist with tasks. For example, children are thrilled as they succeed in threading beads onto a string. The childminder supports children's language development well. They enjoy using a range of props as they sing familiar rhymes. The childminder talks about what is happening as she plays alongside children. This helps to support their understanding. Children use their imagination as they play. The childminder builds on their interest and asks questions to support their thinking. She encourages children to try out their own ideas. For example, they explore cause and effect as they add water to sand.

### Personal development, behaviour and welfare are good

The childminder promotes children's independence and self-care skills well. For example, they learn how to put on their own coats and shoes prior to going to play outdoors. The childminder provides a broad range of activities to support children's physical development. For example, she supports children to take appropriate risks as they use the slide and enjoy crawling through a tunnel. The childminder fosters children's understanding of healthy lifestyles. For example, she provides opportunities for children to brush their teeth independently. Children enjoy their time with the childminder. She uses praise and encouragement and helps to build children's self-confidence.

### Outcomes for children are good

All children are making good progress in their learning from their initial starting points. Children listen carefully to the childminder. They follow her instructions and understand the daily routine. Children are eager and curious. They make marks using a variety of different materials. Children recognise colours and simple shapes. They enjoy learning and feel proud of what they achieve. Children are confident to explain what they want to happen next. They are developing friendships and are gaining an awareness of diversity. Children are developing skills that will help them in the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY547662
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10109262
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in the Moston area of Manchester. She operates from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and family holidays. The childminder holds a recognised qualification at level 5. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

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