

Childminder Report

| | |
|--------------------------|-----------------|
| Inspection date | 2 February 2016 |
| Previous inspection date | 1 May 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

- Children are very happy. The childminder has a very gentle manner. Children settle quickly and develop very secure emotional attachments with the childminder.
- All children make lots of choices about their play and learning. As she plays alongside children, the childminder encourages children to explore and develop their own ideas.
- The childminder provides a safe environment for children. She encourages children to learn how to manage their own safety. One example of this is when the childminder talks with children about the most appropriate way to climb onto and use play equipment.
- The childminder is a positive role model and children are well supported to learn to respect and value others. She sensitively intervenes and manages any minor behaviour issues appropriately for children's level of understanding.
- Parents value the high quality of care that the childminder provides. The childminder provides them with information about children's daily activities and examples of children's progress. Parents are engaged in their children's learning and regularly share contributions about what children do at home.

It is not yet outstanding because:

- Sometimes, the childminder does not consider the individual needs of all children during planned activities. This means that, occasionally, some children are not fully engaged in their learning.
- The childminder does not always use the information gathered from parents when children first start to inform her initial assessments.

What the setting needs to do to improve further

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

- enhance planning to always provide challenging activities which support each child's individual next steps in learning
- use all information provided by parents when children start at the setting to form even more focused starting point assessments.

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 viewed the areas used for childminding and looked at a selection of policies and procedures.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of the childminder and discussed her methods for self-evaluation.
- The inspector undertook a joint observation with the childminder and discussed the outcome.
- The inspector considered the views of parents provided through written feedback.

Inspector

Kylie Nixon

Inspection findings

Effectiveness of the leadership and management is good

The qualified childminder is naturally reflective of her practice and uses the feedback from parents to help her shape her provision. She has completed relevant training to refresh and extend her skills and is committed to continuing her professional development. The childminder understands how children learn and about their stages of development. She observes children's play and monitors their progress. This helps her to identify areas where children may be less secure in their development. The childminder effectively uses this knowledge to plan and provide stimulating play areas and activities which are of interest to children. New children are beginning to make progress in their learning and development. The arrangements for safeguarding are effective. The childminder is confident in her responsibilities to promote children's welfare. She has a good understanding about safeguarding and child protection procedures, should she have any concerns about a child. The childminder is committed to and clearly enjoys her work.

Quality of teaching, learning and assessment is good

Children are confident, active learners who are motivated to explore and try things for themselves. The childminder shares in children's excitement and pride when they persevere to complete tasks. One example of this was seen at snack times, when young children successfully scooped hummus onto their breadsticks. The childminder creates a narrative for children's play to support their developing communication and language skills. Through face-to-face interactions, the childminder encourages babies to babble as she sings nursery rhymes to them. She introduces new vocabulary and helps young children to develop a broad vocabulary. Children enjoy engaging in conversations with the childminder as they move furniture inside a doll's house and compare it to their own experiences. The childminder skilfully introduces children's mathematical development through everyday routines and play. Amongst other things young children count how many bounces they take on a trampoline as they take turns with others. The childminder promotes children's use of mathematical vocabulary during their construction play.

Personal development, behaviour and welfare are good

Children benefit from a range of opportunities to socialise with others, both in the childminder's home and in their local community. The childminder celebrates each child's uniqueness and she is skilled in responding to their individual needs. Babies who are new to the setting receive focused nurturing attention. All children benefit from the childminder's consistent praise and encouragement as they play. This helps to promote children's self-esteem and supports them to be emotionally well prepared for the next stage in their learning. Children learn about healthy lifestyles through planned activities and various outings, such as going for walks to the local park. The childminder provides children with wholesome meals and snacks. She helps children learn about good hygiene through their daily routines, such as handwashing before meals.

Outcomes for children are good

All children work comfortably within the development range typical for their age. The childminder helps children develop a good foundation to support their future learning.

Setting details

| | |
|------------------------------------|---|
| Unique reference number | EY432868 |
| Local authority | Manchester |
| Inspection number | 853348 |
| 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 | 4 |
| Name of provider | |
| Date of previous inspection | 1 May 2012 |
| Telephone number | |

The childminder was registered in 2011 and lives in Chorlton-cum-Hardy, Manchester. She is open all year round from 8am to 6pm, Monday to Thursday, except for personal holidays and bank holidays. The childminder holds an appropriate qualification at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

