

# Childminder Report

<b>Inspection date</b>	13 October 2017
Previous inspection date	15 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 has a positive attitude and strives to provide high-quality care and learning for children. She has addressed weaknesses since her last inspection and is continuing to make changes and improve outcomes for children.
- The childminder provides nurturing and responsive care to meet children's individual needs. She offers caring reassurance and supports children's emotional well-being effectively.
- Parents praise the childminder's care and support. They are happy with the consistent communication and comment that their children look forward to spending time with her.
- The childminder makes good use of her assessments and observations of children's development. Planning and teaching strategies target children's next steps to focus on their learning and interests.
- The childminder skilfully meets the different learning needs of each child, including children who have special educational needs and/or disabilities. She uses individual plans to help children to make good progress from the time they start at the setting.

### It is not yet outstanding because:

- The childminder has not fully established highly successful partnerships with all other professionals involved in children's care and learning to share and gather information.
- The childminder does not implement a specifically targeted plan for professional development to enhance her knowledge and skills and raise outcomes for children even further.

## What the setting needs to do to improve further

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

- strengthen partnerships with external professionals further and develop more ways to share detailed information to support children to the highest levels
- increase knowledge and skills even further and develop ways to enhance professional development.

### 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 looked at relevant documentation, such as the childminder's self-evaluation and evidence of the suitability of adults living in the household.
- The inspector spoke with the childminder and children at appropriate times during the inspection.
- The inspector took account of the views of parents through written and verbal feedback.

### Inspector

Farzana Iqbal

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder updates her knowledge on child protection issues and understands how to recognise if a child is at risk from harm. She knows how to record and report concerns about a child's welfare. The childminder knows children in her care very well. She closely monitors their progress and quickly identifies areas for development. She plans activities effectively to target any gaps in children's learning. The childminder reflects on her practice and identifies changes that benefit children. For example, she adapts resources and routines in tune with children's learning preferences. The childminder carries out risk assessments and safety checks to minimise potential risks to children. She ensures children learn in a safe environment and maintains careful supervision of children at all times.

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

The childminder has good knowledge of how children learn and supports children to make good progress. She plans exciting activities that build on children's interests and support the next steps in their learning. Children show sustained engagement in a range of stimulating sensory activities. For example, they investigate a sensory basket with various textured items and explore puzzle cubes that make different sounds. The childminder uses effective strategies to support children's communication and language skills. For example, children enjoy favourite songs and stories. Furthermore, the childminder introduces new words and extends children's vocabulary. The childminder provides children with attentive support. For example, she supports babies to develop their walking skills. She extends children's learning further. For instance, she expands on counting items and naming colours for children.

### Personal development, behaviour and welfare are good

New children settle well and quickly build good relationships with the childminder. The childminder is a good role model and uses praise and encouragement to support children's good behaviour. Children develop good social skills, they learn to share and take turns. The childminder provides daily opportunities for children to play outdoors, such as regular visits to the local parks and library. The childminder works closely with parents and ensures she meets children's care needs effectively. For example, she shares daily information about children's rest, meals and activities. She promotes good hygiene practices with children.

### Outcomes for children are good

All children make good progress from the time they start with the childminder, including children who have special educational needs and/or disabilities. Babies settle rapidly and grasp the necessary skills for the next stage in their learning. Children enjoy exploring interactive toys. For example, they press buttons and marvel as these produce various sounds and lights. Overall, children are confident and happy. They concentrate well during activities that capture their interest. Children enjoy story time and listen eagerly to their favourite books. They make independent choices in their play.

## Setting details

<b>Unique reference number</b>	EY470216
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1097688
<b>Type of provision</b>	Childminder
<b>Day care type</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	
<b>Date of previous inspection</b>	15 May 2014
<b>Telephone number</b>	

The childminder registered in 2013 and operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

