

# Childminder report

<b>Inspection date</b>	19 March 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder provides children with superb levels of support that helps to enhance their health and physical well-being. For instance, she teaches children how to care for their teeth, such as through stories, video clips and daily toothbrushing routines. Children also thoroughly enjoy exercise and they excitedly discuss the difference in their heart rates after they have been running.
- All children, including very new children, have formed extremely strong attachments with the childminder. Children show high levels of confidence, such as in the presence of visitors. They enjoy their time with the childminder and she shows a genuine heart-warming delight in sharing children's company and interactions.
- The childminder places great emphasis on extending children's excellent awareness how to keep themselves safe. For example, she plays exciting games with children where they successfully identify potential risks, such as washing detergent tablets. Additionally, the childminder involves children in risk assessments and children's understanding of road safety is astonishing.
- The childminder completes regular observations of children's learning. She involves parents in children's assessments and she gathers and shares ongoing information. The childminder provides parents with tailored support. For example, she offers parents professional advice and sends them links to useful websites. Children make good progress.
- The childminder is a highly reflective practitioner and she is committed to developing her overall good practice even further. For instance, she links with another local childminder and they observe and evaluate each other's teaching practice. The childminder uses the feedback to make positive improvements, such as to snack time routines.
- Sometimes, the childminder asks children questions and does not leave enough time for them to think and respond before providing them with the answer.

## What the setting needs to do to improve further

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

- allow children plenty of time to think through and respond to questions and help to develop their good speaking skills even further.

### Inspection activities

- The inspector observed the childminder's interactions with children during activities and free play. She assessed the impact this has on children's learning.
- The inspector observed a planned activity and jointly evaluated the teaching with the childminder. The inspector accompanied the childminder and children on a local outing.
- The inspector held a number of discussions with the childminder at appropriate times during the inspection.
- The inspector viewed a range of documents and checked evidence of the suitability of adults living on the premises.
- The inspector spoke to one parent during the inspection and viewed written feedback provided by parents prior to the inspection. She took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder understands her responsibilities to protect children from harm. For instance, she closely monitors and promotes children's good attendance. The childminder is aware of the signs and symptoms of abuse. She is confident about what to do should she have a concern about children's safety or welfare. Since registration, the childminder has made many positive changes to her setting and she strives to achieve the highest possible standards. She seeks the views of parents and children. For example, with help from their parents, children share their positive views about the childminder's service using voice recordings. The childminder accesses regular training opportunities. For example, she recently accessed a course designed to help her to support children who speak English as an additional language. She has introduced a range of strategies, such as a visual timetable. This helps to support children's understanding of routines and prepares them for what will happen next.

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

The childminder successfully motivates children, such as during song and rhyme sessions. Children confidently change and adapt the songs to include the names of their favourite fruits. This helps children to develop greater listening and attention skills. Children enjoy making marks on paper and they delight in telling the childminder what they have drawn. They confidently display their own art work on the wall. This helps to prepare children for early writing and helps to raise their already excellent levels of self-esteem. The childminder provides children with paints and paper. Together they explore what happens when they mix colours together. Children enjoy mixing and gasp when they successfully make the colour brown. This enhances children's understanding of how colours can be changed.

### Personal development, behaviour and welfare are outstanding

The childminder helps children to understand and express their feelings very well. Children accurately use a wide range of words to describe how they feel. For instance, when leaving the park, they describe that they feel 'disappointed'. Children display excellent levels of self-control and happily accept when the childminder explains that they will return again tomorrow. Children's behaviour is superb in relation to their age. They are exceptionally polite, kind and well mannered, including during outings in the local area. The childminder provides an excellent, wide range of opportunities to help children to learn about the wider world. For example, children explore various cultural celebrations, such as through trips, activities, resources and stories. Recently, children have been learning about St Patrick's Day. Children recall what they have learnt about Ireland and some of the customs within that country. Children display high levels of independence. For example, under close supervision they help to peel and chop fruits.

### Outcomes for children are good

All children make good progress in their learning and development. They develop the skills required for school. For example, they recognise and write their names with ease. Children show an interest in mathematics within the environment. For example, they notice signs that have numbers on them and describe bushes as 'big' and 'oval'.

## Setting details

<b>Unique reference number</b>	EY541196
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10090171
<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>	3 - 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

The childminder registered in 2017 and lives in Crumpsall, Manchester. She operates all year round, Monday to Friday, from 10am until 4pm, with the exception of bank holidays and family holidays.

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