

Childminder report

Inspection date: 10 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children settle in very quickly in this caring and nurturing environment. They thoroughly enjoy the childminder's warm and positive interactions and are happy in her care. Children develop a strong bond and attachment with her. They are eager to engage in conversation and talk about their interests and views. Children are confident to ask questions and for help, when needed. Their individual uniqueness is valued and this helps children to be confident and self-assured. Children introduce familiar songs and do actions with high levels of enthusiasm and excitement.

The childminder takes children on outings to places of interest, such as the airport and local toddler groups. This promotes children's enjoyment of learning and their social skills as they play with larger groups of children. The childminder has high expectations of children and gives gentle reminders to guide their behaviour. She helps children to learn about their feelings and emotions, and they learn to recognise when they are tired. Children behave very well and are kind to their friends. They learn to dress themselves and attend to their own personal needs. The childminder helps children to become familiar with routines and to prepare for their move to school, for example, by recognising their own coat pegs.

What does the early years setting do well and what does it need to do better?

- Children enjoy planning their own play. For example, younger children select the construction blocks and concentrate as they connect them together. Older children recognise the letters on the blocks and work out how to sequence them to form their name.
- The childminder plans experiences to help children to recall previous learning. This helps children to learn new words, such as 'airport' and 'pilot'. They remember familiar songs and make corresponding animal sounds as they play with the small-world toys.
- The childminder understands how to ensure that children are provided with opportunities that they may not experience at home. Parents praise the variety of activities provided and say they appreciate the importance of these early experiences for preparing children for school.
- The childminder has developed an effective programme of professional development and attends regular training. However, she does not consistently use her new knowledge in practice, to use effective teaching strategies to help children to make the best possible progress.
- The childminder uses assessments of children's learning well to help children achieve their next steps in learning. However, occasionally, she does not maximise opportunities to challenge children, to promote their learning to the highest possible level.

- Parents are provided with useful ideas to continue children's learning and development at home. Parents state that the childminder helps their children to try new foods and learn new songs, dances and skills.
- The childminder regularly seeks the views of children and parents and uses this information to make improvements in practice. Parents say the childminder uses their preferred methods of information sharing. For example, some parents use a daily diary, while others prefer daily verbal communication.
- Children enjoy plenty of opportunities to be physically active in their play and develop good control and coordination. They repeatedly post counters into a piggy bank and make patterns using objects they stamp into ink pads.
- Children are provided with regular trips and outings in the local community. They help on the allotment, where they grow food to eat. This helps them to develop an interest and understanding of the world around them. The childminder provides nutritious meals and encourages children to make healthy choices.
- Children enjoy sharing their achievements and regularly invite others to join in with their play ideas. For example, they laugh as they look at themselves in the mirror together and notice they have paint on their faces.
- The childminder engages effectively with parents, pre-schools, the children's centre and other local services, when needed. This promotes early support and ensures a consistent approach to help children make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are implemented effectively. The childminder uses these to underpin her robust knowledge and practice, to protect children from harm. She understands how to promptly identify and act upon any concerns that a child may be being abused or neglected. Training on wider safeguarding issues, such as the 'Prevent' duty, enables her to safeguard children from extreme views and behaviours. The childminder completes thorough risk assessments and ensures that children's safety is her highest priority.

What does the setting need to do to improve?

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

- maximise opportunities to promote professional development and reflect on how to put into practice new knowledge and skills to promote children's learning to the highest level
- focus more precisely on curriculum planning and identify how to challenge children to help them to fulfil their potential.

Setting details

Unique reference number	EY475099
Local authority	Bury
Inspection number	10075750
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2014 and lives in Prestwich. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Cath Palser

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The childminder completed a learning walk and joint evaluation of an activity.
- 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 written feedback provided.

We carried out this inspection 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.

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