

Childminder report

Inspection date: 19 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are welcomed into a relaxed and caring environment where they are happy and settled. The childminder clearly understands children's individual needs and has formed positive and supportive relationships with children and their families. The good range of resources provides children with varied play activities and experiences to support their learning and development. However, the opportunities for children to test their ideas and make connections in their thinking during their play have not been fully explored.

The childminder has high expectations for all children. She encourages children to develop more confidence in their own abilities. Children are encouraged to meet their own care needs and wash their hands before meals and snacks. Children choose what they would like for lunch and help select and prepare their meals at lunchtime. For example, children confidently make their own sandwiches. This helps to support children's growing independence. Children are reminded to eat lots of healthy fruit and drink all of their water. This helps to promote their understanding of how to live a healthy lifestyle. Children say that they love strawberries as they serve themselves a portion after they have finished their lunch. Children's language development is supported as the childminder chats with children, making lunchtime a social occasion. However, at times, children are not given the opportunity to extend their growing vocabulary when responding to the childminder's questions before being asked another.

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

- The experienced childminder regularly reflects on and evaluates her practice. The childminder organises the premises in a suitable way to allow children to move freely and safely around her home. Children are free to make choices about their play. They laugh and giggle as they race up and down the garden in wheeled toys. Children also enjoy playing bat and ball with the childminder. This helps to support children's physical skills.
- The childminder supports children's understanding of how to live a healthy lifestyle effectively. For example, she ensures children have daily access to fresh air as they play in the garden. She takes children on daily walks and trips to the park. The childminder also provides a healthy range of meals, snacks and drinks. She supports children's understanding of how these practices can contribute to children's good health.
- The childminder recognises the importance of keeping her skills and knowledge regarding current childcare practices up to date. She continually builds on her professional development and uses her new skills to support children's learning. For example, she has completed training in supporting children with special educational needs and/or disabilities (SEND). This helps to ensure she has the

skills and knowledge to support children with SEND.

- The childminder has effective partnerships with parents and provides opportunities for them to support their children's learning at home. For example, the childminder provides parents with various rhymes to share with their children to support their speech and language development. Parents say that they are happy with the progress their child has made since attending. They say that the childminder provides a clean, safe and friendly environment for their children to play and learn.
- The childminder provides opportunities for children to develop their growing independence. She consistently praises children's achievements and raises their confidence in their own abilities. Children meet their own care needs and help to prepare their meals at lunchtime.
- The childminder supports children's behaviour in a calm and age-appropriate way. She explains to children how their actions can impact on others. For example, she teaches children to be gentle with one another when playing. The childminder encourages children to consistently use their manners and share and take turns with resources. This helps to promote children's developing social skills.
- The childminder carries out observations and makes accurate assessments of the learning that is taking place. She uses these observations to identify the next steps in children's learning and development. The childminder supports children to achieve them during the activities they choose to play with during their time at the setting.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She regularly updates her training to support her safeguarding knowledge, which includes training around wider safeguarding concerns. This helps her to promote children's safety and well-being. The childminder has a good knowledge of the signs and symptoms of abuse. She knows who to report to should she have concerns about a child's welfare. The childminder conducts detailed risk assessments on all areas of her home and also when on outings. This helps her to identify any potential hazards and minimise any risks.

What does the setting need to do to improve?

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

- give children more time to think and use their developing speaking skills before asking more questions
- provide children with more opportunities to think about and solve problems as they play.

Setting details

Unique reference number	EY336194
Local authority	Salford
Inspection number	10109741
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	2 September 2014

Information about this early years setting

The childminder registered in 2006 and lives in Irlam, Manchester. She operates all year round from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3.

Information about this inspection

Inspector
Paula Graves

Inspection activities

- The inspector looked at relevant documentation, including evidence of the suitability of persons living in the household over 16 years of age.
- The inspector observed the childminder's interactions with children, indoors and outside, and assessed the impact this has on children's learning.
- A joint observation was conducted with the inspector and the childminder.
- Parents' views were taken account of through verbal and written feedback provided.
- Discussions were held with the childminder and the children at appropriate times during the inspection.

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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