

Childminder report

Inspection date: 10 October 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

The childminder reads stories expressively and enthusiastically. Children become enthralled and look intently at the pages. They also enjoy looking at books independently. Young children learn how to turn the pages and they 'read' aloud out of their favourite books.

Children make good progress. They work comfortably within the expected levels for their age. When the childminder identifies gaps in learning, she concentrates on helping children develop in those areas. For example, to improve progress in mathematics, she introduces mathematical language through songs.

The childminder has a wide range of resources. However, the organisation of the environment does not provide opportunities for young children to easily access resources independently.

The childminder takes on board comments from parents, children and the local authority when evaluating herself. However, she does not yet develop effective plans to help her raise standards to the highest levels.

The childminder ensures children feel comfortable and safe. As they get ready to sleep, she helps children find their comforters and settles them down on large cushions with their own blankets. Relaxed children fall to sleep peacefully.

New children settle well. They learn routines quickly. The childminder supports this with consistency, praise and guidance.

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

- The childminder teaches effectively. She is clear about what children need to learn and incorporates that into the activities that she plans. For example, the childminder helps children to identify colours. During tidy-up time, she talks about the colours of the pens they are collecting, and children find the blue and green pen tops when asked.
- The childminder encourages children to attend to their own hygiene routines. For instance, young children learn how to blow their own nose and wash their own hands before snack time. This helps to prepare children for school.
- The childminder supports young children well to manage their emotions and behaviour. As children become boisterous, she skilfully distracts them. For example, she engages their interest in a natural sponge and then praises them for their calm behaviour.
- The childminder promotes healthy eating. She provides children with nutritious meals and snacks and uses mealtimes to support further learning. For example,

she talks to children about the different-sized stones in plums and nectarines.

- The childminder helps children to stay safe. For example, she conducts regular fire drills with the children and encourages them to think about what they might do if there was a fire in their own home.
- The childminder does not ensure that young children can easily see or access the toys and resources available to them. For example, toys stored in boxes in a cupboard are difficult for young children to access independently. This means play is often adult-led rather than children developing their own interests.
- As new children start, the childminder collects information from parents. This information, along with her own observations, allows the childminder to accurately assess children's development and plan their learning steps. Children's progress is shared with parents through verbal communication and regular written reports.
- The childminder encourages children to use their senses. For instance, as they paint pumpkins, she talks to them about how soft the brush feels and how the paint sounds when she shakes the bottles. Young children concentrate very well. They focus intently on painting and mixing the colours with their hands.
- The childminder does not develop ambitious plans to drive forward improvements. For example, she has not fully embraced previous inspection recommendations regarding younger children's ability to choose resources independently.
- The childminder supports children to develop positive attitudes to other people. They explore other cultures through stories, rhymes and festivals. The childminder encourages children to be kind and considerate to each other.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that she reviews her safeguarding policies and procedures and that she has the information she needs to help her to make a referral. She can identify signs and symptoms of abuse. She is aware of wider issues that may have an impact on children's welfare, such as extremism. The childminder knows how to report any concerns she may have about a child or adult. She knows the procedures to follow in the event of an allegation against herself.

What does the setting need to do to improve?

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

- develop further opportunities for younger children to access resources independently, allowing children to develop their own interests and preferences
- focus more precisely on developing plans to drive forward improvements that will help to raise standards to a very high quality, for example ensuring the environment is highly stimulating for all age groups.

Setting details

Unique reference number	EY343508
Local authority	Manchester
Inspection number	10064764
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	22 July 2015

Information about this early years setting

The childminder registered in 2006 and lives in Blackley. She operates all year round, Monday to Friday from 7.30am to 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder discussed her self-evaluation with the inspector during conversations throughout the inspection.
- The inspector viewed documentation such as information relating to the suitability of the childminder.
- The childminder planned an activity and she discussed its effectiveness with the inspector.
- The inspector observed interactions between the childminder and children and assessed the learning environment.
- The inspector viewed and considered questionnaires completed by parents and children.

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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