

Childminder report

Inspection date: 11 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are very happy in the care of the childminder. They display very positive behaviour and are considerate of the needs and feelings of their peers. The childminder leads by good example. She is calm and caring, which has a positive impact on children in her care. The childminder knows children in her care well. Children develop strong relationships with the childminder and this encourages them to talk openly with her. Children communicate their needs to the childminder and know that they will be addressed quickly. For example, when children are upset, they know that they will receive comfort. The childminder has a large range of resources available for children to access freely. This supports children's growing independence as they make choices about their play. The childminder helps children to learn about taking care of their resources and keeping their environment safe. This is evident as they actively put toys away prior to their next activity. The childminder has begun to nurture children's interest in the wider world. Children are eager to look on a large world map, displayed on the wall, to explore different countries. The childminder links this to holiday destinations and animal habitats.

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

- The childminder regularly observes children in their play to assess their learning and progress. She tracks and monitors their development, identifies any gaps in their learning swiftly and seeks support if needed from other professionals. This helps children to move forward in their progress. Children are learning the necessary skills in preparation for the next stages in their learning. For example, they learn about good hygiene and self-care routines.
- Parental partnerships are extremely positive. The childminder has worked hard to develop a collaborative approach to children's care and learning. Parents are fully informed of their child's day and achievements. The childminder carries out the assessment for children between the ages of two and three years with parents to ensure that a comprehensive review of their learning is completed. Parents speak highly of the childminder and her co-childminder.
- The childminder supports children's language development well. She speaks clearly and concisely to children and repeats words and phrases to young children to aid their understanding and early word recognition. This means they develop early language skills and are able to communicate with their peers well.
- Although the childminder has undertaken some training to refresh her knowledge, it lacks focus on raising the quality of teaching to a higher level. There are occasions when children's learning is not challenged enough to help them to move forward more quickly with their progress.
- Children are developing a respect and understanding for their peers. They recognise the impact of their behaviour on each other and are beginning to

recognise their feelings. The childminder takes time to discuss any behaviours with children in order for them to explore the reasons for their actions. This means that children are beginning to understand how their actions and words have consequences.

- The childminder offers children activities that help them to investigate the changing seasons. Children enjoy pumpkin carving and talking about the textures they find. The childminder supports their learning further by allowing children to play with conkers, acorns and pinecones that they have collected on walks. She links early mathematics to the activity by discussing colour, shape and numbers.
- Self-evaluation is carried out by the childminder and her co-childminder. However, it is not consistently used to enhance or raise overall quality. Plans for development are based around activities and themes for children to participate in. They are not focused enough on raising the quality of the provision to a higher level.
- Children experience outdoor learning through visits to the local park and forest play area. The childminder supports children's interest in their natural world with activities to explore and investigate nature. For example, they listen to birds singing and look at their colours and sizes. This information is then used by the children to research and identify the species.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge and a clear understanding of safeguarding. She is aware of the various indicators of abuse and the signs to be vigilant about. The childminder has kept her knowledge fresh by participating in an online awareness course which has increased her perspective of wider child protection issues. There is a clear policy and procedure in place to follow should she have any concerns about a child in her care. The childminder has clear information and processes to take should any allegations be made. Continuous risk assessments for the premises help to keep children safe from harm.

What does the setting need to do to improve?

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

- enhance the focus of professional development and research to further develop understanding of how children learn
- enhance the process for self-evaluation to ensure that the quality of the provision is driven forward and raised to the next level.

Setting details

Unique reference number	500433
Local authority	Manchester
Inspection number	10109651
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	8
Date of previous inspection	18 June 2013

Information about this early years setting

The childminder registered in 1994 and lives in the Wythenshawe area of Greater Manchester. She operates Monday to Friday from 7.30am until 6pm, all year round, with the exception of bank holidays and family holidays. The childminder works alongside a co-childminder.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The inspector observed activities indoors and assessed the impact they have on children's learning.
- During the inspection, the inspector checked evidence of the suitability of all adults living in the home and toured the premises.
- The inspector took into account the views of parents obtained at inspection. She also spoke to the childminder, her co-childminder and children.
- A joint observation and evaluation was undertaken by the inspector and the childminder 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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