

# Childminder report

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Inspection date: 16 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 enjoy the time that they spend with the childminder, who is kind, caring and passionate about her role and responsibilities. She has high expectations for children and provides a homely, clean and stimulating learning environment that contributes towards meeting children's individual needs. Children make good progress in their learning and development due to the range of experiences that the childminder provides. For example, children learn about the seasons as they explore autumnal objects. The childminder helps children to count how many conkers they have and she talks to the children about the varying colours of autumn leaves. Children's emerging mathematical understanding is further enhanced as they compare different-sized pumpkins. The childminder encourages children's sensory development and imaginative skills well. Children eagerly roll dough and follow the childminder's instructions to add acorns and pasta to make hedgehogs. Children concentrate on their chosen activities and demonstrate a positive attitude to learning and trying new things. The childminder gathers detailed information from parents when children first start at her setting. She offers flexible settling-in sessions that support children's emotional well-being as they gain confidence in the environment. Children demonstrate that they feel safe and secure. Parents are very complimentary about the service the childminder provides. They comment on the 'superb care' and the 'enormous amount of fun' their children have when they are with the childminder.

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

- Children are enthusiastic and confident learners. They demonstrate high levels of motivation and determination as they play, and their behaviour is good. Children are beginning to share resources, take turns and listen to one another.
- The childminder has developed effective procedures to ascertain children's starting points. This is achieved through discussion with parents to gather information about what children know and can already do. Children's progress is monitored through observations, which the childminder uses to inform the next steps in children's learning. This practice helps to identify areas where further support may be required and supports children to make purposeful progress from the outset.
- The childminder narrates what children are doing as they play, and in the main asks skilful questions that support children's communication and language skills. She introduces new vocabulary such as 'igloo' and explains the meaning to children. However, on occasions, the childminder does not give children sufficient time to consolidate their thinking and ideas and respond to questions.
- Children receive regular praise and encouragement, which helps raise their self-esteem and ensure that they feel valued. The childminder encourages children to undertake simple tasks, such as helping to tidy toys away or cutting up their

own fruit at snack time. Children relish the responsibilities that they are given and gain an understanding of the rules of the setting and what is expected of them.

- Children are learning about the wider world around them. They frequently visit places of interest and attend different groups and activities. This helps to develop their social skills and confidence as they mix with other children and make new friends.
- Children thoroughly enjoy listening to stories. They eagerly climb onto the childminder's knee to share their favourite books. The childminder encourages children to talk about what they see in the pictures and children turn the pages independently.
- The childminder provides nutritious meals and snacks for children to enjoy. She talks to children during mealtimes about healthy foods and the effect food has on their bodies. However, occasionally, the childminder does not make the most of opportunities to reinforce children's understanding of the importance of following good hygiene procedures while eating, for example, by teaching children what they should do when they drop food on the floor.
- Children have ample opportunities to be physically active. They particularly enjoy dancing and singing and they copy the actions modelled by the childminder to their favourite songs. They confidently express themselves as they move in time to the music. Furthermore, they explore rhythm and volume as they use instruments made from tubes and conkers.
- The childminder reflects on her practice and continually identifies aspects of her service that she would like to extend and develop. For example, she wishes to further develop her outdoor areas, and she undertakes a wealth of training opportunities to help improve her knowledge and skills. Furthermore, she evaluates her provision by comparing and sharing ideas and good practice examples with other childminders.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible indicators of abuse and how to respond if she has any concerns about children's welfare. She has completed relevant training to help enhance her understanding of safeguarding issues and changes in legislation. The childminder is committed to providing a safe environment for children. She regularly carries out detailed risk assessments to ensure that resources and equipment are suitable and safe for children to use. Furthermore, she maintains robust documentation and implements effective policies and procedures to support her good practice.

## What does the setting need to do to improve?

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

- enhance teaching skills so that children are given sufficient time to answer questions and develop their emerging thinking and language skills
- consistently support children to understand the importance of following good hygiene procedures during snack and mealtimes.

## Setting details

<b>Unique reference number</b>	EY419844
<b>Local authority</b>	Bury
<b>Inspection number</b>	10106405
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	7 January 2015

## Information about this early years setting

The childminder registered in 2011. She lives in the Tottington area of Bury. The childminder operates all year round, from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has an early years qualification at level 3.

## Information about this inspection

### Inspector

Karen Cox

### Inspection activities

- The inspector looked at the areas of the childminder's home that she uses with children and discussed how she operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her.
- A sample of policies and procedures was looked at by the inspector, which included documents relating to safeguarding and complaints.
- The inspector took into account the written views of parents and discussed how the childminder reflects on her practice.

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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