

Childminder report

Inspection date: 28 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder creates a calm and nurturing environment for children. She aims to give children new opportunities to help them to develop skills across the educational programme. Various outings are organised to expand children's experiences, including trips to the farm, airport and library. These enable children to socialise with others and learn about their local community. Daily activities, such as 'wake up shake up', enable children to keep fit as they stretch and dance to music.

Since the last inspection, the childminder has sought advice and training from other professionals to enable her to improve standards. She has worked closely with her co-childminder to reflect on practice and make positive changes that benefit children. For example, she has reorganised indoor areas so that children have more space to play. She has strengthened the way she assesses and supports children's speech and language skills. Overall, teaching continues to improve over time.

Children show that they feel safe and secure as they happily move around, choosing what to play with. They behave well and they learn to be polite and kind to others. Children have some opportunities to learn about keeping themselves safe, but there is scope to strengthen this further.

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

- The childminder and her co-childminder successfully support children's emotional well-being. Children settle quickly and form close bonds with them. This is evident from parents' comments where they say, 'My child runs to their house with a big smile on his face every day'.
- The childminder's home is a stimulating place for children to play and learn. Children have a wide range of high-quality resources to explore indoors and outside. Older children can recognise familiar numbers and shapes. Younger children enjoy engaging in imaginative play when they pretend to buy items from the post office.
- The childminder knows how to support children to make good progress. She plays alongside children and interacts warmly with them. However, occasionally, she does not give children enough time to think and respond to questions before she answers for them.
- The childminder consistently praises children's efforts, which helps to promote their confidence. She teaches children about expectations regarding behaviour and the consequences of their actions. For example, she explains to children that if they do not share their toys it will make others feel sad.
- Children have increasing opportunities to develop their independence. For instance, they learn to get a tissue to wipe their own nose. They help to tidy up

and learn how to manage their personal care needs in the bathroom.

- The childminder makes sure children with special educational needs and/or disabilities (SEND) achieve as much as they can. She is currently seeking advice from outside agencies to ensure new funding is spent wisely to enhance their good progress.
- The childminder helps children to build their language skills. She does this by encouraging them to sing songs and talk about what they are doing. When children explore sensory materials, she explains the meaning of new words, such as 'expanding'.
- Children learn to adopt a healthy lifestyle. They follow consistent hygiene routines and eat healthy food. They enjoy learning how to eat their noodles using children's chopsticks.
- Partnerships with parents are good. The childminder makes sure parents are kept well informed of children's care and learning. For example, she shares photographs and information using social media and an online application.
- The childminder reviews practice with her co-childminder and seeks feedback from parents to help her think about ways to improve. She attends a wide range of courses to help strengthen her knowledge and enhance children's education.
- The childminder raises children's awareness of potential hazards. She explains why the kitchen door needs to be kept closed to keep children safe. However, she has not fully considered how she can begin to help children understand how to keep themselves safe when using the internet.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify, record and report any concerns about children's welfare. She has attended relevant training to strengthen her knowledge of wider safeguarding matters. The childminder has devised a pack of safeguarding cards that she and her co-childminder can refer to. These contain useful information to help them respond swiftly to different types of concerns. The childminder ensures her home is a clean and safe place for children to play in. She uses an electronic system to accurately record the daily attendance of children and visitors.

What does the setting need to do to improve?

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

- strengthen teaching to give children more time to think, process their thoughts and respond to questions
- explore age-appropriate ways to help children to begin to understand how to keep themselves safe online.

Setting details

Unique reference number	EY537911
Local authority	Manchester
Inspection number	10090628
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 December 2018

Information about this early years setting

The childminder registered in 2016 and lives in Wythenshawe, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with her husband who is also a registered childminder.

Information about this inspection

Inspector

Jan Linsdell

Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- A joint evaluation of an activity was carried out by the inspector and the childminder.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Parents provided written feedback that the inspector reviewed.
- The inspector looked at a sample of documents, including evidence of the childminder's training and the suitability of household members.

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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