

# Childminder report

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Inspection date: 24 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

Babies are content and enjoy their time with the childminder. They share very supportive relationships with her, which helps to promote their emotional security. The childminder is affectionate and responds quickly and sensitively to meet babies' individual needs. Babies are inquisitive. For example, they investigate cause and effect as they press buttons to create sounds. The childminder models actions for babies to copy, which helps to support their development of new skills. For example, she shows them how to twist one of the buttons to make a music box play a tune. Babies are excited as they learn how to do this independently. Children who attend after school are able to make choices from a wide range of stimulating resources that support their interests.

Babies giggle and shriek with delight as they anticipate the actions to familiar rhymes. However, occasionally, the childminder does not use the correct pronunciation of some words when talking to babies. Children's physical skills are well promoted through a wide range of activities in the childminder's home and on outings in the community. The childminder respects the home routines of babies and shares information well with parents. This helps to promote a shared approach to supporting children's learning and care.

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

- Gradual admission procedures are very flexible and built around the needs of individual children and their families. The childminder gathers information at the start of the placement about each child and is skilled at respecting their unique qualities. Children are happy and demonstrate a strong sense of belonging.
- The childminder is a positive role model. She is patient and babies respond well to her affectionate nature. For example, they willingly snuggle into her arms, showing that they feel safe and secure. The childminder promotes positive behaviour well. She encourages older children to talk about their feelings and to consider the point of view of their peers.
- The childminder knows the children well. She makes regular assessments of their learning and plans next steps to help them make good progress in their development. For example, babies relish receiving praise as they successfully point to the part of their body that the childminder asks them to find. This helps to support their thinking and their listening skills.
- The childminder listens to the views of children. She incorporates their interests into her activity planning, which helps to promote their engagement. For example, the childminder follows the children's ideas to create a role-play castle in the garden. This contributes to supporting their imagination and their social skills as they play together.
- Children's self-care skills are supported effectively by the childminder. For



example, babies are learning to feed themselves with a spoon and young children are gaining the skills and confidence to go to the toilet independently. The childminder provides healthy snacks and daily outdoor exercise, which helps to support children's well-being.

- The childminder uses outings in the local community to help to widen children's experiences. For example, trips to the farm and to local parks help to support their awareness of nature. Children visit a range of local toddler groups. For example, they attend story time and rhyme time sessions at the local library. This helps to support their language development and their literacy skills.
- The childminder gathers the views of parents and children to help support the evaluation of her provision. Parents' comments are positive and reflect the high level of support that the childminder offers to children and their families.
- Sometimes, when talking to babies, the childminder does not always use the correct vocabulary and pronunciation of words. For example, she says 'mousey', 'horsey' and 'doggy' rather than mouse, horse and dog. This does not fully support the language development of babies and young children.
- Since her last inspection, the childminder has attended mandatory training. She has not yet developed a programme of targeted training to further enhance her knowledge and skills in order to raise her teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder uses effective risk assessment to help to maintain a safe environment for children. She has a good knowledge and understanding of the signs and symptoms of potential abuse. The childminder understands the correct procedures to follow in the event of a concern about a child's welfare. She teaches children about ways to keep themselves safe. For example, children take part in an emergency evacuation procedure of the childminder's home each month. They are encouraged to think about how they could improve the effectiveness of the evacuation, which helps to support their critical thinking. The childminder teaches children about the importance of road safety as they walk in the community.

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

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

- review the vocabulary used when talking to babies and demonstrate how to consistently pronounce words correctly
- develop a programme of targeted training to help raise the quality of teaching to the highest level.



## Setting details

<b>Unique reference number</b>	EY345657
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10064765
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	12 November 2015

## Information about this early years setting

The childminder registered in 2007 and lives in Blackley, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kate Smith

### Inspection activities

- The inspector completed a learning walk with the childminder to gain an understanding of how the provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities and assessed the impact this had on children's learning. She completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and talked to children during the inspection.
- The inspector looked at a selection of documentation, including the written views of parents.
- The inspector considered evidence of suitability checks carried out for all adults living in the home.



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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