

# Childminder report

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Inspection date: 6 November 2019

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<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**

The childminder carefully considers the learning environment. She makes available objects that inspire imagination and curiosity. For example, children play with golden goblets in the sand play, adult clothing in the dressing-up box and real teapots and teacups. The childminder provides inclusive and multicultural resources. She promotes positive role models within gender and minority groups. For example, she encourages girls to make-believe they are strong superheroes and has a diverse range of dolls that are dressed as professionals, such as doctors.

The childminder places great importance on supporting children's growing independence. During play, activities and routines, the childminder consistently encourages children to do things for themselves. Children competently attend to their own toileting needs, serve their own meals and put away their coats and shoes after playing outside. The childminder encourages children to think about how to keep themselves safe, such as tidying a space so they do not trip. The childminder sensitively guides children through emotional experiences. For instance, when the childminder's fish died, she engaged children in age-appropriate conversations about life and death. They buried the fish and talked about how they felt sad. This supports children to identify their feelings and better understand their emotions.

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

- The childminder assesses children's progress effectively. She develops plans to quickly close any gaps in learning. For example, when she identifies that children need more support with mathematics, she seeks out specific training for herself. Children progress well and comfortably achieve the levels typical for their age. In some areas, such as mathematics, they progress faster than expected.
- Children enjoy using scissors and being creative with pens and pencils. The childminder ensures they have a wide range of resources to choose from. She understands the importance of supporting children to develop the physical skills they will need for writing in later years.
- Children learn how to recognise their written name. The childminder reinforces this learning by having name cards in different places. Their names are on coat pegs, on placemats at lunchtime and in play areas. Children proudly find their own names and sometimes the names of other children.
- The childminder builds strong relationships with parents and supports home learning effectively. She provides activities for parents to do at home with their children to support their next steps in learning. However, the childminder does not always collect very robust information from parents when accidents have occurred at home. For example, she does not always ask in-depth questions to clarify how an incident may have happened.

- Children are inquisitive. They ask why people wear glasses. The childminder uses a magnifying glass to demonstrate how people see things differently. She skilfully uses words such as 'focus' and 'long distance' to help children learn new vocabulary.
- Children are interested in the natural world. They excitedly look for bugs in the 'bug hotel' outside. They examine the number of legs the creatures have and talk about their size.
- The childminder patiently teaches children to learn new skills. For example, when young children wish to take photographs with a digital camera, the childminder demonstrates how to use the camera. She talks them through the process and gives them time to achieve it for themselves.
- The childminder helps children to be compassionate towards other people. For instance, in preparation for a new child starting, the childminder talks to the children about how they might miss their mummy. They discuss how they will help them to feel better.
- The childminder encourages children to share and take turns. She expertly demonstrates to children how to resolve conflicts for themselves. For example, when children argue over a toy, the childminder reminds them to use the timer. Children set a timer for two minutes and then say, 'It's your turn now.' The childminder offers praise, support and encouragement at all times.
- The ambitious childminder continually assesses her provision. She understands her strengths and knows how she wishes to develop further. Her future plans include the development of her outdoor environment. For example, the childminder recognises that literacy could be better supported outdoors.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her child protection knowledge is up to date. For example, she accesses regular training. The childminder understands how to identify signs and symptoms of abuse. She is clear about when and how to make a referral about concerns she may have about a child or adult. The childminder understands wider safeguarding issues such as the impact of extremism on children. She knows the expected requirements for the safer recruitment and vetting of assistants. She understands how to report any allegations about herself or other adults either working or living in her home.

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

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

- focus more precisely on developing procedures for gathering even more detailed information from parents when accidents have occurred at home.

## Setting details

<b>Unique reference number</b>	EY428532
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10064777
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	21 August 2015

## Information about this early years setting

The childminder registered in 2011 and lives in the Levenshulme, Manchester. She operates her service on Monday to Friday from 8am until 6pm, throughout the year, except for family holidays and bank holidays. The childminder holds an appropriate qualification in childcare at level 6. She provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Bingham

### Inspection activities

- The childminder and inspector held regular discussions throughout the inspection. For example, the childminder described her learning environment and how it supports children's development.
- Parents spoke to the inspector about their views and opinions.
- The inspector observed interactions between the childminder and children.
- The childminder planned an activity and discussed its effectiveness with the inspector.
- The inspector viewed some documentation, such as policies and procedures, and certificates of training.

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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