

Childminder report

Inspection date: 21 November 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 quickly settle in this warm, welcoming provision as they are skilfully supported by the enthusiastic childminder. Children giggle with delight, cuddle the childminder and bond with their peers while exploring the exciting and varied environment. The childminder is confident in her understanding of how young children learn and uses this information to support children's ongoing development, including while building new relationships.

The childminder is committed to supporting children's communication and language development. She does this naturally and effectively through mirroring and extending children's language. As a result, the youngest children begin to practise new words and extend their vocabulary rapidly. For example, toddlers gaze at pictures as the childminder reads a well-loved book out loud. They say new words such as 'banana' and point as they see a monkey swinging through the trees. However, at times, the childminder does not use the correct terminology when speaking with children, which can cause confusion.

The childminder has high expectations for children and continuously supports their self-confidence. She celebrates children and their accomplishments, and encourages peers to do the same. For example, all children enjoy having their milestones and successes celebrated during regular 'wow' moment ceremonies. Children learn to respect and support the triumphs of their peers.

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

- The childminder takes the time to get to know and understand each of the children in her care. This includes assessing children to establish their levels of development. As a result, the childminder is able to identify suitably challenging next steps in learning for all children. She supports children to develop new skills and individualises their learning experiences to accommodate their personal preferences. For example, the childminder recognises that some children enjoy stories, while other children prefer nursery rhymes. Therefore, she incorporates both types of learning when teaching children.
- Children's health is supported well in this provision. The childminder offers nutritious, balanced meals and speaks to children about the health benefits of good food, in an age-appropriate manner. Furthermore, the childminder helps to instil good hygiene routines in children. She follows a familiar daily routine which includes enjoyable and memorable songs to make activities such as handwashing both expected and entertaining for all children.
- Children begin to learn skills which support their independence with the childminder. She encourages children to help tidy away toys and complete simple, helpful tasks. While some children begin to feed themselves, the

youngest children would benefit from more opportunities to further their independence during mealtimes.

- The childminder uses resources thoughtfully to support children's differing stages of development. She differentiates activities skilfully to meet the varying needs of children. For instance, younger children identify matching colours and begin to notice shapes and similarities using a display of colourful socks. Older children use the same socks to identify patterns and discuss measurements, sequences and comparisons. This helps to support children's progress in mathematics.
- The childminder understands and respects the requirements that she must meet to keep children safe. For example, she keeps a written log of any minor accidents which occur while children are in her care and shares these with parents/carers. She uses effective self-evaluation to ensure she continues to meet all of these requirements and identifies any areas for development in her practice. As a result, she has high ambitions and continuously improves on her provision.
- Parents value the childminder. They report that their children are happy, fulfilled and 'can find no faults' with her. Parents particularly appreciate the strong parental partnerships which the childminder creates. For instance, parents feel grateful that the childminder shares their children's levels of development with them. They explain that they are much more equipped to support their children's development at home due to the guidance and suggestions regularly provided by the childminder. This helps children to experience consistent learning experiences both at home and in the provision.
- Children say that they feel 'safe' and 'happy' with the childminder. They look forward to their time with her and 'feel so lucky' to have such a 'kind' childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to help protect children from harm. She is confident about identifying some signs and symptoms which may indicate a child is being abused. She ensures that she stays aware of children's individual circumstances as she recognises the importance of knowing her children well. This means that she is quick to notice any changes in children's behaviour. The childminder monitors visitors to the provision robustly. She verifies their identification through a downstairs window, rather than opening the front door. This helps to ensure that children are safe and secure because unwanted visitors cannot easily gain access to the house.

What does the setting need to do to improve?

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

- enhance the already strong support of children's communication and language by always using the correct terminology when speaking to children, to avoid confusion when learning new vocabulary
- consider more ways to support children's independence, particularly during mealtimes.

Setting details

Unique reference number	EY343098
Local authority	Salford
Inspection number	10129060
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	8 April 2016

Information about this early years setting

The childminder registered in 2006 and lives in Swinton, Greater Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder discussed the quality of teaching and the organisation of her curriculum with the inspector during a tour of the setting.
- Parents spoke with the inspector via telephone in order to share their views, feedback and experiences of the childminder.
- The childminder and the inspector conducted a joint evaluation of practice.
- The inspector observed and evaluated the quality of interactions between the childminder and the children in attendance.
- The inspector looked at appropriate documentation.

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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