

# Childminder report

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Inspection date: 13 December 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and excited when they arrive at the setting. They find their coat peg with confidence and choose what they want to play with. The environment encourages children to be curious and provides opportunities for them to explore. Children have lovely bonds with the childminder, her assistant and other children.

The childminder has high expectations for behaviour. She reinforces good listening, good sitting and good learning. It is clear that children are familiar with these phrases because they point to the visual aids that represent them on the wall. Children behave very well, which shows that they feel safe and secure in the care of the childminder and her assistant.

The balance of adult-led and child-led play is good. Children have positive attitudes to learning and are eager to join in. They have frequent opportunities to choose resources and direct their own play. For instance, children tell the childminder that they want to make models with play dough. The childminder and her assistant use this opportunity to develop children's mathematical language. They help children to compare big, little and medium-sized pieces of dough. Furthermore, children are introduced to a range of new vocabulary. For example, the childminder talks about how adding glitter to the dough makes it 'sparkly' and 'shiny'.

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

- The curriculum is highly focused on developing children's communication and language skills. The childminder and her assistant use successful strategies to support this area of learning. For example, children complete daily activities that teach them the names of familiar objects. However, occasionally, activities are not planned well enough to ensure that more confident children are fully challenged. Children who speak English as an additional language make rapid progress in their communication and language development.
- The childminder works closely with parents to ensure that she has a good understanding of what children know and can do before they start. She uses this information to plan fun activities based on children's interests. The childminder and her assistant skilfully incorporate children's next steps into play. For example, children learn to name different body parts while singing and reading books.
- Parents speak highly of the childminder and are very happy with the quality of care provided. The childminder works hard to include parents in children's learning. She supports families who speak English as an additional language by translating statutory documents. For example, checks for children between two and three years are completed in parents' first language, in addition to English.
- Children sing songs that are familiar to them with great enthusiasm. They are

excited when it is their turn to choose and confidently match the correct props to the song sheet. Children are eager to continue singing when the song has finished. They shout 'more, more' and quickly suggest another song. The childminder spontaneously stops throughout the songs, encouraging children to sing the missing words. This promotes children's thinking skills and develops their memory.

- Children's independence is promoted well. They take great delight in using the dustpan and brush to help sweep the floor before snack time. Children confidently wash their hands, peel fruit and pour their own water. The childminder talks to children about the importance of a clean environment and healthy food choices. Children learn that bananas contain potassium which is part of a healthy diet.
- Children's relationships with their peers are kind and caring. They speak to each other with respect and are considerate of each other's feelings. For instance, children quickly take their turn with resources when they know another child is waiting. They remind each other about taking turns and sharing.
- The childminder and her assistant hold daily meetings to discuss children's progress, next steps in learning and the environment. However, arrangements for coaching and mentoring are still in their infancy. As such, the assistant is not fully aware of his own strengths and weaknesses in practice or how to raise the quality of teaching to a higher level.
- The childminder and her assistant take children on frequent outings into the community. They explore the area and attend the local playgroup. This promotes children's understanding of the world and develops their social skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant can identify the signs and symptoms of abuse with confidence. They know the procedures to follow if they are concerned about the welfare of a child or the behaviour of one another. Both have a good knowledge and understanding of wider safeguarding concerns. For example, the childminder and her assistant are confident with the procedures to follow if they feel a child is at risk of female genital mutilation. In addition, they have completed training to develop their knowledge and understanding further.

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

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

- plan activities more closely to ensure that more confident children are fully challenged
- build on the arrangements for coaching and mentoring to focus on improving the quality of teaching.

## Setting details

<b>Unique reference number</b>	EY547085
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10104952
<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 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Manchester. She operates from 9am until 6pm Monday to Friday all year round, with the exception of family holidays. The childminder receives funding for the early education of two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

### Inspection activities

- The childminder gave the inspector a tour of the property.
- The quality of teaching was observed throughout the inspection. The inspector evaluated the impact on children's learning.
- The inspector spoke to a number of parents and took account of their views.
- Documentation relating to the suitability of people living and working on the premises was checked, along with paediatric first-aid certificates.
- The inspector held regular discussions with the childminder, her assistant and the children throughout the inspection.

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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