

Childminder report

Inspection date: 10 January 2020

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	Met
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What is it like to attend this early years setting?

The provision is good

Children are happy, relaxed and safe in the homely environment. The childminder is calm and encouraging. She helps children to select resources that interest them. Children demonstrate confidence and excitement as they explore the stimulating environment. They are motivated and eager to play.

The childminder has meaningful conversations with children. She listens carefully when they speak and gives them her full attention. For example, children talk at length about starting school. They discuss the different uniforms, routines and new activities they may take part in. The childminder reminds children of recent visits to the local school. This encourages children to recall past events and helps them to be confident about starting school.

Children behave well. The childminder has high expectations and reinforces rules and boundaries consistently. For instance, the childminder gently reminds children that they must not stand on chairs. She asks them to think about why it is not allowed. Children think carefully before acknowledging that this may cause them an injury.

Children strengthen their small muscles when making models from dough. They use one-handed tools and cutters to delicately manipulate the dough into a variety of shapes. Children describe one model as an 'egg' shape. The childminder encourages children to create different-sized models and make comparisons between 'big' and 'small'.

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

- The childminder knows the curriculum well. She gathers detailed information from parents before children start. This helps her to plan activities that build on what children already know and can do.
- The childminder offers a good balance of child-led and adult-directed play. She asks children a range of open-ended questions and gives them lots of time to think and respond. Occasionally, the childminder does not always make the most of opportunities to reshape activities and extend children's learning even further. For example, children stay engaged in activities of their own choosing for a long time. They practise the skills they already have but are not consistently challenged to learn new things.
- Children have lots of opportunities to develop their problem-solving skills. For example, children complete a wide selection of irregular-shaped inset boards with confidence. They work hard to build a racing track and carefully negotiate the positions of the different parts.
- Children conduct themselves well and have a positive attitude to learning. They

are naturally curious and frequently initiate conversation with the childminder. For instance, children are inquisitive about a loud noise they can hear coming from outside. They investigate the noise and discuss the building work happening nearby.

- Children communicate well. They speak with fluency and learn new words. For example, children describe dough as 'sticky' and 'squashed'. However, the childminder does not always model the correct pronunciation of familiar words.
- Relationships between the childminder and children are sensitive and secure. The childminder is gentle and nurturing. She offers children lots of reassurance when they are shy and is responsive to their needs. This supports children's emotional security and helps them to feel safe.
- The childminder works hard to promote children's independence skills. For example, children create their own shopping list using photographs before they visit the supermarket. They then locate and purchase the items on their list. Children put on their own coats and shoes and wash their hands independently. They learn the importance of good hygiene practices.
- Reflective practice is important to the childminder. She regularly seeks the views and opinions of the families that attend. Parents are very happy. They commend the childminder for her work and the quality of care she provides. The childminder works closely with other childminders to share good practice and create opportunities for children to socialise. For example, children visit the park, the library and the playgroup. This develops their understanding of the world and builds their confidence.
- The procedures for transitions to school and nursery are robust. The childminder regularly shares information about children's learning with the other settings they attend. This ensures continuity of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge and understanding of how to safeguard children are excellent. She confidently discusses the signs and symptoms of abuse and the robust procedures in place if she is concerned about the welfare of a child. The childminder refreshes her knowledge of safeguarding policies and procedures regularly to keep herself up to date with any changes. For example, the childminder completes relevant training and checks with the local authority for updates.

What does the setting need to do to improve?

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

- make the most of opportunities to extend and adapt activities to challenge children's learning even further

- model the correct pronunciation of words to help children develop their speaking skills fully.

Setting details

Unique reference number	503919
Local authority	Manchester
Inspection number	10132578
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 July 2015

Information about this early years setting

The childminder registered in 2001 and lives in Blackley. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant level 3 qualification.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The childminder showed the inspector the areas of the property used for childminding and discussed how she organises her provision.
- The inspector viewed a selection of written parental feedback.
- The quality of teaching was observed throughout the inspection. The inspector evaluated the impact on children's learning.
- The inspector held regular discussions with the childminder and children at appropriate times during the inspection.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector also looked at paediatric first-aid certificates and progress checks for two-year-olds.

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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