

Childminder report

Inspection date: 15 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and relaxed. They are comfortable in their surroundings and feel safe and secure. The childminder attends to their needs with care and consideration. Good settling-in procedures help to support children and parents well. This is reflected in the genuine bonds that develop between children and the childminder. Young children enthusiastically babble and make confident attempts at early communication. They say 'all gone' and 'duck' and call out for the childminder, using her name.

The childminder observes children and carefully tracks their development. This helps her to ensure that children progress well. The childminder accurately assesses what children know and can do. She uses this information to develop activities and experiences that will support children's future learning. Children develop comfortably within the levels expected for their age. The childminder provides an effective environment to support children's learning and development. Children play within well-organised areas that contain a range of quality resources. Even young children are able to easily choose and access toys and books. The childminder assesses risks and ensures she puts measures in place to minimise accidents and potential dangers. For example, the safety and suitability of equipment are regularly assessed and she talks to children about road safety when they are out in the local area.

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

- The childminder develops good partnerships with parents. She ensures information is regularly shared. For example, verbal conversations and daily sheets ensure parents know how their child has been that day. Parents access children's files and assessments of development. However, the childminder does not yet support children's home learning effectively. For example, she does not actively discuss with parents what they can do with their children at home to help with their next stages in learning. Parents report that they are happy with the care their children receive. They say their needs are well met and their children develop every day.
- Young children choose to look at books and delight in the pictures they see. They attempt to turn pages by themselves and point at the images as the childminder tells them the word for each one. This helps children to develop their early language and literacy skills.
- Children excitedly show visitors the play area. They point to the different toys on the shelves and the bikes outdoors. They point to where the cat usually sits on the fence outside and say 'cat'. This shows good understanding that things exist even when they are out of sight.
- The childminder provides children with experiences that they might not have at

home. For example, children enjoy taking rides on the tram and taking part in yoga sessions.

- The childminder gently encourages young children to learn rules and boundaries, for example guiding them not to throw toys inside. She consistently and patiently discourages such behaviour indoors, while providing opportunities outside for children to throw balls and develop their physical skills.
- Children try new foods and become accustomed to a broad range of healthy foods. Mealtimes are sociable. The childminder talks to children about what is in their lunch box as they feed themselves.
- The childminder teaches children well. For instance, as they roll out dough with a rolling pin, she uses the opportunity to develop their vocabulary and early mathematics. However, occasionally, the childminder does not allow children time to explore for themselves. For example, she presents them with new tools before they have finished investigating the ones they already have in their hands.
- The childminder is keen to learn and regularly develops her professional knowledge. She accesses many training courses, is a member of local networking groups and forms working relationships with other childminders. This helps her to keep updated and enhances her skills.
- The childminder reflects on how to improve her setting and looks for ways to develop further. For example, she is currently researching resources to enhance children's curiosity and develop their imagination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends relevant safeguarding training courses. She takes heed of regular information and advice from the local authority and updates her safeguarding policies and procedures as appropriate. The childminder understands how to identify signs and symptoms of abuse and how to report any concerns she may have about a child or adult. The childminder is aware of wider safeguarding issues such as the 'Prevent' duty and female genital mutilation. The childminder ensures children do not access the internet in her care and provides leaflets for parents about keeping children safe online.

What does the setting need to do to improve?

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

- enhance ways in which information is shared with parents to encourage home learning even more effectively
- support children even further to explore and develop their growing independence during planned activities.

Setting details

Unique reference number	EY414619
Local authority	Manchester
Inspection number	10064775
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 July 2015

Information about this early years setting

The childminder registered in 2010 and lives in Wythenshawe. 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 early years qualification at level 3. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder gave the inspector a tour of the setting and explained how she utilises the environment to support children's learning.
- Discussions between the inspector and the childminder were held throughout the inspection.
- The childminder and the inspector evaluated a planned activity and discussed its strengths and areas for improvement.
- The inspector viewed parents' questionnaires and considered their views.
- The inspector looked at a selection of documents, such as those relating to the suitability of the childminder.

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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