

Childminder report

Inspection date: 22 January 2020

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| 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 | Not applicable |
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What is it like to attend this early years setting?

The provision is good

Children's laughter fills the air of this good-quality setting. The atmosphere buzzes with their excitement and eagerness to explore. Children appear happy, content and safe. They develop secure friendships, have a strong sense of belonging and embrace one another with hugs. The childminder has high expectations of children and is a good role model. Children behave well and show positive attitudes towards their learning.

Children thoroughly enjoy their time with the childminder. They giggle while playing musical instruments and show good physical dexterity while dancing. Children talk about the importance of eating healthy foods and discuss how to grow vegetables. They listen to the sound of their hearts after exercise and count how many beats they can feel.

Creativity and individuality are promoted well. Children talk about what makes them and their friends unique. They relish opportunities to complete self-portraits and are fascinated while enacting roles of princesses.

High priority is given to supporting children's understanding of mathematics. Younger children sing number songs and use finger puppets to count. Older children count beyond 10, talk about two-dimensional shapes and discuss capacity. Children relish opportunities to make marks with paint, chalk and crayons. They develop good pencil control and attempt to write their names.

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

- The childminder demonstrates strong leadership skills and aspires to be outstanding. She evaluates her setting well, and improvement plans are sharply focused. Her capacity to bring about change is good.
- A highly successful training programme is in place. The childminder is an advocate for life-long learning. She attends a variety of training that has a positive impact on outcomes for children. For example, a course around communication and language development has equipped her with a greater knowledge of how to extend children's speaking and listening skills during physical play.
- The childminder has a good understanding of child development. Overall, she provides children with a personalised curriculum, which captures their interests and keeps them motivated to learn. Generally, children display positive attitudes towards their learning and make good progress. However, opportunities for children to explore technology are not as highly effective as they could be.
- Children's personal, social and emotional well-being are given high priority. Care practices are good. The childminder spends time getting to know children and

their families during the settling-in period. Children behave well, show high levels of self-esteem and develop the necessary skills in readiness for school.

- Children are provided with a good range of experiences to learn about the world in which they live. For example, they relish opportunities to learn traditional dances and songs. They take part in events in their local community and visit places of worship. Children help to prepare their snacks while using foods from around the world. They are well-rounded, respectful and accepting individuals, who are well prepared for life in modern Britain.
- Overall, partnership working is good. Links with the local authority, parents and childcare professionals are rooted in trust and respect. However, the childminder does not support parents in continuing their children's learning at home.
- Children have excellent opportunities to be physically active. The childminder takes children to the park and provides obstacle courses for them to complete. Children show good endurance while running, climbing and balancing.
- The childminder provides a selection of books for children to explore. She reads aloud to them and uses different voices to keep them interested. Children cannot contain their excitement and eagerly anticipate what is going to happen next. They enact roles of their favourite characters from the stories and talk about the illustrations.
- Children's communication and language development are supported well. The childminder asks children challenging questions during their play and listens to them with great interest. Children are confident communicators, who use a wide range of vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of how to keep children safe and protected from harm. She understands wider safeguarding issues and knows who to contact should she be concerned about the welfare of a child. All adults living in the household have undergone robust checks to ensure that they are suitable to have contact with children. The childminder carries out daily safety checks and all areas of the premises are suitable. She teaches children about the importance of online safety and how to keep themselves safe while they are away from the setting.

What does the setting need to do to improve?

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

- provide further opportunities for children to explore technology
- strengthen partnership working with parents to fully support their children's learning at home.

Setting details

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| Unique reference number | EY548916 |
| Local authority | Manchester |
| Inspection number | 10130819 |
| 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 | 2 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Moston, Manchester. She operates all year round, from 6am to 6pm, Monday to Sunday, except for family holidays. The childminder is also registered for overnight care.

Information about this inspection

Inspector
Luke Heaney

Inspection activities

- The inspector observed the interactions between the childminder and children.
- Children spoke to the inspector about the activities they were taking part in.
- The inspector held discussions with the childminder to understand how the curriculum and childcare service are organised.
- The inspector looked at relevant documentation, including evidence of the suitability of the childminder and all adults living in the household.

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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