

# Childminder report

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Inspection date: 10 January 2020

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

### The provision is good

The childminder fosters children's love for learning. Children are actively encouraged to follow their interests and direct their own play. They confidently make choices about which toys they wish to play with and enthusiastically use their imagination to develop games. Children are well supported by activities that inspire them. They remain curious, eager and keen to join in. For example, young children show an increasing interest in adding and removing items on a sticky board. The observant childminder recognises this and extends learning around this preference. Young children develop physical strength as they are challenged to stretch, reach high and coordinate their movements. They successfully complete this difficult task. The childminder celebrates children's individual and unique personalities. She encourages children to be themselves and praises them when they make individual choices. Children are relaxed and happy in her care. They develop a thirst for learning and are supported by challenging activities which are linked to their interests.

Children are happy and show that they feel safe in the childminder's care. They snuggle in for warm affectionate cuddles during story sessions and respond well to the childminder's friendly and nurturing interactions. Children demonstrate they are relaxed, contented and emotionally secure as they quickly settle and fall asleep. Positive relationships between children and the childminder are secure and this helps to create a strong foundation for children's resilience and readiness to learn. They enjoy regular praise and behaviour is good.

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

- The childminder offers plenty of play opportunities for children. Children have access to high-quality toys and resources, covering all areas of learning. However, despite being particularly curious about climbing, there are few opportunities for children to balance and climb, particularly indoors, to fully support children's physical coordination.
- The childminder has good relationships with the local authority quality advising team. She welcomes their advice, guidance and ideas to improve. However, despite a positive attitude to improvement, the childminder has not yet identified a precise plan for her wider training and professional development.
- The childminder invests time in communicating with parents about children's ever-changing needs. Two-way communication with parents helps to promote continuity for children. A toy bear is sent home and parents are encouraged to document children's experiences with the bear. Linking learning with home helps to support children's development. Parents comment positively about the service they receive. They comment, 'My child has come on leaps and bounds thanks to the childminder's impact.'

- The childminder knows the children well and frequently observes them, including those children who have only attended her setting for a short time. She talks confidently about what children like to do and areas of learning where they need more help and support. The childminder is well equipped and targets her teaching to support children's good progress.
- The childminder uses age-appropriate teaching techniques to support children's communication skills. Young children progress from babbling to using simple words as they become more confident to speak. The quality of teaching to support children's language development is particularly good. Young children are exposed to rhythm and repetition as the childminder sings. She speaks to children continually, asking them questions about their play. The childminder gives children clear instructions to model correct sentence structure. Children hear plenty of new words and develop good communication skills.
- Children learn about technology in very practical and hands-on ways. For example, with help, children talk to a virtual speaker which responds to their request and plays music. Technology helps to enhance children's skills and they learn that their actions have implications.
- Children make friends and play well together. They enjoy the company of others and develop social skills from an early age.
- Home-made meals are available for children each day. Children enjoy a varied and nutritious menu and develop a positive attitude to healthy eating.
- The childminder cares for babies, young children and older children. She has a detailed understanding of each child and adapts her setting and interactions to meet their needs. All children make good progress from their starting points.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder's knowledge of safeguarding and wider child protection issues, legislation and procedures is good. This helps to protect children from harm. She is confident to identify and escalate concerns swiftly. The childminder systematically checks her home every morning to ensure that it is safe. She has fully considered the safety of children when mixing with her pet dogs. She remains close by when children are near the animals to ensure children's safety is given high regard.

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

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

- provide more opportunities for young children to practise climbing and balancing, to extend their good physical skills even further
- extend the programme of professional development to improve teaching skills and confidence even more.

## Setting details

<b>Unique reference number</b>	EY400877
<b>Local authority</b>	Salford
<b>Inspection number</b>	10132532
<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>	1 to 13
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	8 April 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Swinton. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Michelle Jacques

### Inspection activities

- The inspector viewed all areas of the childminder's home. She observed the organisation of the environment and toys available. The childminder and inspector discussed the childminder's practice.
- The inspector observed the quality of teaching during planned activities and spontaneous play. The inspector considered the impact teaching has on children's development and learning.
- Parents' written comments were read and considered by the inspector.
- The inspector introduced herself to children and spoke with them at appropriate times during the inspection.
- A selection of documentation was reviewed by the inspector, including suitability checks for all adults living in the registered property.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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