

# Childminder report

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Inspection date: 22 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	Good
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## What is it like to attend this early years setting?

### The provision is good

The extremely caring and sensitive childminder provides children with a friendly, welcoming environment. Children make very close attachments with the childminder. They are happy and show that they feel safe and secure in her care. The childminder takes children to groups and they participate in activities with other childminders. This helps them to become confident in larger groups and develop good social skills. The childminder provides children with clear and consistent boundaries. She teaches children the rules so that they know what is expected of them. The childminder uses consistent praise and encouragement to reinforce positive behaviour. Children learn that their actions affect the feelings of others.

Children are independent and choose their own play from a well-organised range of resources and equipment. Babies know where to find the resources that they want to play with. They delve into boxes with great excitement and enthusiasm. The childminder plans activities focused on children's interests and their next steps in learning. For example, the childminder uses children's interest in singing to help to enhance their communication and language development. This helps to engage children and motivate them to learn. Children's learning is sequential. When they master pushing and turning buttons, the childminder provides locks for them to open and close. This helps to improve and refine their small-muscle control.

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

- Children develop a love of books and reading. The childminder reads to children with great enthusiasm. Children thoroughly enjoy sitting on the childminder's knee and looking at books. They are extremely interested and engaged in the activity. Children repeatedly turn pages to find the picture of the cow that they particularly like. They squeal and giggle with excitement when the childminder says, 'Moo'. This helps children to develop early literacy skills in readiness for school.
- The childminder is very natural in her interactions with children. She intuitively uses mathematical language during children's play. For example, she incorporates counting as children place food into baskets when they pretend to go shopping.
- Children access an extensive range of resources and activities that help them to learn about equality and diversity. These include positive images that challenge gender stereotypes, multicultural books and writing in different languages. This helps children to learn about the similarities and differences between people and communities beyond their own experience.
- The childminder observes children's play and uses this information to assess children's development. She tracks their progress effectively. This helps her to

quickly identify any gaps in their learning and seek external intervention, if needed. Children make good progress.

- The childminder is dedicated to her role and has a positive attitude to making improvements. She actively seeks views from parents and shares ideas and good practice with other childminders. The childminder completes mandatory training to keep up to date with new initiatives and legislation. However, she acknowledges that she does not always make the best use of professional development opportunities to help to extend her teaching skills to a higher level.
- The childminder promotes children's healthy lifestyles and teaches them to attend to their own self-care needs. Babies learn to wipe their own face and hands, feed themselves and drink from a cup. They develop the skills that will benefit them in the future, such as when they move on to pre-school and school.
- The childminder continually shares information with parents about their children's achievements. She provides them with ideas and activities to help them to support children's learning at home. However, she does not always seek detailed information from parents about children's starting points to help her to plan for children's learning needs from the outset.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms of abuse and neglect. She knows the referral procedures to follow should she have concerns about the safety or welfare of a child. The childminder recognises possible signs that could indicate children are at risk of being exposed to extreme views or behaviours. She ensures that the indoor environment and garden are secure. This prevents children from leaving the premises unsupervised and they are protected from unwanted visitors. The childminder undertakes daily risk assessments and checks resources for sharp edges and breakages. This ensures children play and learn in safety.

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

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

- increase the information sought from parents about their child's learning and development on entry to establish more accurate starting points and plan for children's learning from the outset
- build on the programme for professional development to help to enhance the quality of education to a higher level.

## Setting details

<b>Unique reference number</b>	301457
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065363
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	5 August 2015

## Information about this early years setting

The childminder registered in 1999 and lives in Failsworth, Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant childcare qualification at level 3. She provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Julie Kelly

### Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector checked all areas of the premises used by children.
- The childminder evaluated the quality of education with the inspector.
- The inspector talked to children and the childminder throughout the inspection. She discussed with the childminder how the childminder observes, assesses and plans for children's learning.
- Relevant documentation, such as safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, was checked by the inspector.
- The inspector discussed with the childminder how she evaluates the quality of her practice.
- The childminder shared the views of parents with the inspector from written statements she obtained.

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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