

# 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

Children are well settled and have formed strong attachments with the childminder and their friends. They giggle with delight and help one another to use the slide. Children respond well to the childminder's expectations and demonstrate good behaviour. Meaningful praise and encouragement are given to children, which supports their confidence and self-esteem. Children show positive attitudes towards their learning and persevere with challenges.

Children are well supported to develop their independence. For example, they are given time to practise putting on their own shoes and clothes. They help to set the table at snack time and use knives carefully to cut their own bananas. The childminder promotes children's emerging self-care skills through incorporating them into daily routines and play. For example, children place a doll on a potty at nappy changing times. This supports children's physical well-being effectively.

Children have access to well-resourced and exciting places to learn. They enjoy playing in the garden and have good opportunities to be physically active. Overall, the childminder knows children's interests and what they need to learn next. She offers a range of activities that build on what children know and can do. Children make good progress and develop the necessary skills for their next steps in learning.

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

- The childminder encourages children to challenge themselves during their play. For example, she supports them to practise their balancing skills on stepping stones outdoors. Children take large steps across the stepping stones, confident that they are safe with the childminder close by.
- The childminder skilfully incorporates mathematical language into children's play. For example, she supports them to talk about the position of where wooden blocks and toy animals are placed. She includes colour and counting into everyday routines and introduces vocabulary such as 'small' and 'big'. Children delight at these experiences and show good mathematical skills.
- Children enjoy participating in stories. The childminder enthusiastically reads books, while children act out different ways of moving, such as leaping and creeping. They excitedly look around the room for pictures of different animals that are 'looking for their tea'. This helps children to maintain interest and develops their ability to concentrate.
- Children visit a variety of places in the local community. They spend time at the park, go to toddler groups and visit the library. This helps children to build relationships with others and promotes their future learning. The childminder teaches children to use 'kind hands' during their play. Children share toys,

behave well and are show care towards one another.

- The childminder has built effective partnerships with parents. She involves them in establishing what children can already do when they first start at her setting. She keeps them informed of their children's learning and provides them with updates about their children's progress. Parents are very complimentary about the childminder. They comment, 'She always lets me know what I can do at home to work together'.
- Children enjoy their time at this good-quality setting. For example, they fascinate while building sandcastles and delight while exploring lentils with their hands. Children enjoy painting and laugh while making different marks. They join in with activities that help to strengthen the muscles in their hands. This supports children in readiness for early writing.
- Children enjoy looking at past photographs of themselves. The childminder talks to them about what they were doing at the time. Children relish this experience and demonstrate a strong sense of belonging and self-esteem.
- Overall, the childminder successfully incorporates what she knows children can do into their play. She supports them to make good progress and provides good learning experiences. However, she does not make the most of all opportunities that arise to support children's communication skills to the highest level.
- The childminder attends regular training to help improve her knowledge and understanding. However, she does not focus this training on helping her to raise the quality of her practice to an outstanding level.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows the procedure to follow if she has a concern about the welfare of children. She has attended training to develop her understanding of wider safeguarding issues. The premises are safe and effective measures have been taken to make sure that potential hazards have been minimised. The childminder supports children to learn about keeping themselves safe. She teaches them to be careful while eating foods and shows them how to use knives correctly while cutting fruit for snack time.

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

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

- consistently use all opportunities that arise, to further promote children's communication skills to the highest level
- strengthen the plan of professional development, to focus on improving practice to an outstanding level.

## Setting details

<b>Unique reference number</b>	EY392069
<b>Local authority</b>	Salford
<b>Inspection number</b>	10059727
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	5 May 2015

## Information about this early years setting

The childminder registered in 2009 and lives in Salford, Manchester. She operates all year round, from 8am until 5pm. The childminder holds a level 3 qualification in childcare.

## Information about this inspection

**Inspector**  
Nicola Eyre

## Inspection activities

- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector reviewed written feedback from parents about the childminder and her setting.
- The inspector had a tour of the setting. She discussed how the childminder plans her environment to support children's learning and development.
- A range of documentation was considered, including training certificates and the suitability of all persons living on the premises.
- The inspector spoke with children at appropriate times throughout the inspection.

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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