

# Childminder report

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Inspection date: 3 February 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 childminder and her assistant provide a welcoming home that is safe and secure for children. They work well as a team and are committed to helping children to develop lots of important skills so they can 'become good citizens'. Children are extremely settled and happy. They take part in a wide range of activities, indoors and outside, which helps them to develop a positive attitude to learning.

Children are kind and considerate to each other. They are well behaved and understand the 'golden rules', which are clearly displayed with words and pictures. Most children who attend the setting speak English as an additional language. They are ably supported by the childminder and her assistant who are bilingual. They speak to children in both English and Polish, which works incredibly well in practice. For example, children thoroughly enjoy singing songs in different languages and they do so with such enthusiasm and energy. The childminder also takes children on outings to the library for story time sessions. As a result, children are exposed to lots of English, which helps them to become fluent in their communication and language. However, the childminder's approach to supporting children's literacy development within her own setting is less well developed.

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

- The childminder and her assistant have organised the curriculum well. Children access a designated playroom which is set out in a way that helps to promote different areas of learning. As a result, children have lots of choices and enjoy acquiring a range of skills. A lot of learning takes place in the enclosed garden. For example, toddlers develop their physical skills as they play ball games. Older children learn about capacity and volume as they use different-sized vessels in the sand tray. All children thoroughly enjoy playing with the water wall. This activity also helps children to learn new words, such as 'water', 'flow' and 'drip'.
- Since the previous inspection, the childminder has undertaken an abundance of training which has truly enhanced children's learning. She has applied her knowledge from communication and language training. For example, when children start in the childminder's care, she assesses their speaking skills in their home language as well as in English. This approach works well in practice and means that children who need a little help are quickly identified. The childminder has also introduced lots of mathematical resources as a result of training. Most notable is the number line that children have created, using plastic bottle tops. This also helps them to understand about recycling items and caring for their environment.
- Children benefit from outings in the community. They visit the airport and enjoy trips to the park. These experiences help children to develop an awareness of

the wider world. The childminder also provides books and resources that depict differences. For example, children thoroughly enjoy looking at large books, such as 'I is for India', which helps them to develop an awareness of diversity. The childminder understands the importance of supporting children's early literacy development. However, her storytelling does not consistently engage children. Furthermore, children's name cards, which they use for self-registration, are recorded in capital letters. As a result, children's literacy development is not as strong as it could be.

- Children, including toddlers, are proficient in their self-care skills. For example, they take themselves to the bathroom and manage their personal care needs well. They also put on their own coats before going outside to play, and serve their own snacks. The childminder's assistant, who is a qualified chef, prepares wholesome meals and snacks that children devour. They particularly enjoy chicken and garlic dishes. They also sample new foods, such as cucumber soup. These experiences contribute to children's health and well-being.
- Parents comment positively about the childminder and her assistant. They are pleased that their children learn new songs in English and go on regular outings. Parents also appreciate the support and advice which the childminder offers. For example, she works closely with parents to help their children become toilet trained. Partnership working is strong. The childminder works closely with professionals in the community. She also shares her knowledge and expertise as a mentor to newly registered childminders.
- The childminder and her assistant are enthusiastic and committed to their roles. They offer a wealth of learning opportunities that challenge children and help them to acquire new skills. This is most notable in their communication and language skills. Children sing with gusto and develop lots of confidence in using English words, which prepares them well for their next stage in learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant undertake regular child protection training, which keeps their knowledge up to date. They are aware of the procedures to follow if they have any concerns about a child's well-being. They are both vigilant when they take children on outings. For example, children are transported safely in a car and they wear high-visibility jackets on all outings. The childminder also adopts good procedures that ensure babies' safety during sleep times. They are monitored via a camera and the childminder also checks on them at regular intervals. Overall, children's safety is fully assured.

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

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

- make better use of story time sessions to enhance children's level of engagement and listening skills
- ensure children's names, such as name cards, are written accurately so that children can recognise and write their own names using the correct letters.

## Setting details

<b>Unique reference number</b>	EY474326
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10064806
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	9
<b>Date of previous inspection</b>	24 February 2016

## Information about this early years setting

The childminder registered in 2014 and lives in Wythenshawe. She operates all year round from 5.45am until 6.30pm on Monday to Friday, and from 9am until 5pm on Saturday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 2. She works with an assistant. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tricia Graham

### Inspection activities

- The inspector held discussions with the childminder, assistant and children at appropriate times during the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector considered how the childminder works in partnership with parents and others.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' written testimonials.
- The inspector reviewed documents, including first-aid certificates.

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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