

# Childminder report

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Inspection date: 31 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

Children's next steps in learning are consistently well supported at this setting. The childminder continuously, skilfully adapts children's play to benefit their individual progression. For example, children are engaged as they create 'cookies' with colourful play dough and cutters. The childminder naturally expands their learning by introducing counting, shape recognition and the concepts of 'big' and 'little'. The childminder knows children's individual levels of development very well and easily adapts her teaching to meet the differing needs of children.

Children demonstrate warm, affectionate bonds with the childminder. They automatically seek her comfort through a nice cuddle when they are feeling excited, shy or happy. Children show the childminder that they think highly of her. For example, two- and three-year-old children draw pictures for the childminder and keep saying, 'It's just for you.' Children show that they feel safe at this setting. They confidently wave to the inspector, feeling reassured as the childminder has introduced her as being 'kind'.

Children have recently completed crafts for Chinese New Year. However, the childminder has not ensured that children develop an understanding of other cultures, traditions and communities outside of their own. This means children do not always experience opportunities to appreciate and learn from Britain's diverse society.

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

- Children's early literacy skills are promoted well. The childminder supports three-year-old children to identify familiar letters and labels in the environment. Children enjoy this opportunity to show off their skills. For example, they identify their own names, the names of their peers and the childminder's name. Children are encouraged to build a love for reading from a young age. The childminder ensures story time is captivating and engaging for all children. As a result, children ask for more tales and look at books independently.
- The childminder invites children to engage in conversations by asking questions and offering comments during play. This helps to boost their communication and language development. Occasionally, the childminder uses questioning techniques that only encourage one-word or minimal answers. Therefore, on occasion, children are not being supported to actively use their critical-thinking skills.
- The childminder recognises the importance of strong partnerships with parents. She gathers information from parents relating to their child's development and experiences, in order to further tailor their learning experiences. Parents appreciate this. They commend the childminder on her 'detailed daily feedback'

and feel equipped to support their children's learning at home. The childminder welcomes parental feedback as part of her self-evaluation process. This helps her to pinpoint and build on her strengths and areas for development.

- Children behave very respectfully at this setting. They show maturity beyond their years as they begin to consider the feelings and needs of their peers. For instance, older children recognise when younger children do not want their hair to be brushed and respect their choice. Children show unwavering levels of politeness. They use language such as 'please' and 'thank you' without being prompted and always make requests in a kind manner.
- Children begin to understand the links between good hygiene choices and good health. They recognise that warm, soapy water helps to remove germs and dirt from their hands. Children recall past learning. They remember that when they tried to wash white paint off their hands with cold water, like germs, it did not fully come off. The childminder is a good role model in this aspect. She shows children how she washes her hands before eating and after wiping a child's nose.
- Children thoroughly enjoy imaginative play. They are excited to explore different occupations, such as police officers and hairdressers. Children take turns to 'arrest prisoners' and give clients new hairstyles. The childminder expands children's experiences by becoming involved and building on their storylines. During this play, the childminder reminds children to take turns and share resources. This helps to strengthen their social and emotional development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her safeguarding responsibilities well. For example, she confidently understands the steps to take should an allegation be made against her or a member of her household. Furthermore, the childminder recognises the procedures to follow should she have any concerns about the welfare of a child. The childminder is aware of the signs and symptoms which may indicate a child is being neglected or abused. She stays abreast of wider safeguarding issues. For instance, as well as attending training, the childminder conducts her own research on topics such as witchcraft abuse, female genital mutilation and e-safety.

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

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

- strengthen the use of questioning techniques which encourage and support children's critical-thinking skills
- extend children's experiences of communities, cultures and traditions outside of their own, in order to build their understanding of the world.

## Setting details

<b>Unique reference number</b>	EY550938
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10143543
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Middleton. She operates all year round from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- During the inspection, the childminder discussed her curriculum with the inspector. This included evaluating the impact this has on children's progress and development.
- The childminder and the inspector conducted a joint evaluation of an activity.
- Parents shared their views and experiences of the setting with the inspector.
- The inspector considered the quality of teaching, partly through observing interactions between the childminder and children.
- Leadership and management discussions were held between the childminder and the inspector. The inspector also looked at relevant documentation, including evidence of suitability for those 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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