

Childminder report

Inspection date: 5 February 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Meeting children's individual needs is a high priority for the childminder. She works closely with parents and other agencies to ensure all children thrive in her care. Children with special educational needs and/or disabilities receive tailored support and make good progress. Where children have food intolerances or allergies, she makes sure they continue to have a balanced and nutritious diet. This inclusive environment supports children to feel welcome, safe and secure. Parents report that children are happy and well cared for. They say the childminder supports their children to develop well, particularly with their speech, language and physical development.

The childminder carefully plans how best to help children develop. She considers children's interests and what they need to learn next. When children's learning focus changes, she adapts with them. For example, as children indicate they want to wash their dinosaurs instead of paint with them, she fills a bucket with water and bubbles. She talks to children about whether their dinosaur will 'float' or 'sink'. In the main, children progress well and meet age-related expectations. However, on some occasions, the childminder does not provide children with highly challenging learning experiences during focused activities. Children behave well and show positive attitudes towards their learning.

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

- The childminder promotes high standards of hygiene. For example, children have their own towels in the bathroom to dry their hands. Children know the reasons why they should wash their hands after using the toilet and before eating food.
- The childminder helps children to settle well and reassures them in unfamiliar situations. For instance, she takes them to visit ducklings in their future nursery class. This supports children to develop confidence and feel more comfortable about their move on to school.
- The childminder provides children with exciting experiences to support their understanding of the wider world. She takes children on the bus into the city and visits the garden centre to look at birds. To develop children's interests further, the childminder puts bird feeders in her garden and places pictures of different birds in the playroom. Children watch the birds through the window and identify a robin and talk about its red breast.
- Overall, the childminder is reflective on her practice. She aspires for the best and shows a good capacity to improve. However, she does not robustly focus on developing future plans to provide the highest quality of learning experiences for children outdoors.
- The childminder is keen to expand her professional knowledge. For example, she

frequently accesses training courses to keep herself up to date with changes relating to childcare. Recently, she has begun to learn sign language and shares this with children. The childminder also shares good practice ideas and advice with other childminders.

- Children enjoy looking at books. They choose books independently and like to point at each picture, correctly naming the dinosaurs on the page. The childminder uses these moments to help children build on their range of vocabulary. For example, she tells them about 'tuk tuks' and how they are found in Indonesia. Children listen with interest and are keen to learn new things.
- Children behave well. They share and take turns. Even young children demonstrate consideration for their friends, such as helping them to wash and dry their hands. The childminder helps children to appreciate festivals and celebrations from around the world. For example, children learn about Chinese New Year, and older children discuss the use of fireworks during Diwali.
- Children demonstrate positive attitudes towards their learning. They concentrate on what they are doing and show curiosity about how things work. For example, young children are intrigued as they watch water come out of the drainpipe when the childminder turns on the kitchen tap.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure her safeguarding knowledge is up to date. She knows about the signs and symptoms that may indicate abuse. The childminder has a clear understanding of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. She knows the procedures to follow in the event of a concern about a child's welfare. The childminder ensures that children are kept safe while using programs online. For example, children only access the internet with full adult supervision. Older children are not allowed to use phones, or devices with cameras, in the childminder's home.

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 children to encounter highly challenging learning experiences during focused activities
- refine the improvement plan for outdoors, to further enhance children's learning to the highest level.

Setting details

Unique reference number	EY347901
Local authority	Salford
Inspection number	10129066
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 7
Total number of places	6
Number of children on roll	4
Date of previous inspection	10 March 2016

Information about this early years setting

The childminder registered in 2007 and lives in Salford, Greater Manchester. She operates Monday to Thursday from 7.45am to 5.30pm, during term times. The childminder holds a relevant level 3 childcare qualification. She provides funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder gave the inspector a tour of the areas used for childminding and explained how she supports children's learning.
- The inspector and the childminder discussed the effectiveness of a planned activity.
- Interactions between the childminder and children were observed by the inspector throughout the inspection.
- The inspector read written comments provided by parents.
- Documentation, such as registers and accident records, was viewed by the inspector.

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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