# Childminder report

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| Inspection date: | 13 February 2020 |

| **Overall effectiveness** | **Good** |
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| The quality of education | **Good** |
| Behaviour and attitudes | **Good** |
| Personal development | **Good** |
| Leadership and management | **Good** |
| Overall effectiveness at previous inspection | Good |

## What is it like to attend this early years setting?

### The provision is good

The childminder offers a warm and welcoming environment where children settle quickly. Children are cared for on the ground floor of the property. They access a range of resources which promote investigation and exploration. Children confidently access resources to lead their own play, which demonstrates that they feel settled and happy. They use a range of instruments and enjoy listening to different sounds and taking turns. The indoor environment is inviting. For example, children enjoy playing in a role-play kitchen area. However, enriching learning opportunities in the outdoor area are not as well established.

The childminder has high expectations for children in her care and is a positive role model. For example, she plays alongside children as they play, sharing ideas and showing them how to use resources. Children's behaviour is good. The childminder encourages children to understand routines and expectations. For example, children help one another to tidy away resources on the floor so they do not slip. Children are confident communicators and express their needs well. For example, children enjoy giving verbal instructions to a music centre which plays music. They giggle with excitement and join in with actions as they make requests and listen to their favourite song.

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

- The childminder regularly evaluates her provision and actively seeks the views of others to identify areas she can improve. She accesses training opportunities which improve her practice and support children's individual needs. For example, she has attended training on supporting children's communication and language. This has prompted her to review the way she talks with children and how she models language.
- Care practices support children's well-being, and children have built strong attachments with the childminder. For example, the childminder prepares meals which children enjoy eating at home, which helps children to feel settled and secure. Healthy lifestyles are promoted throughout the provision. For example, children talk about their favourite food as they use a knife to help prepare fruit for snack.
- The childminder is responsive to children's current interests. For example, she took children on an outing to the airport as they showed an interest in aeroplanes. This activity ignited children's curiosity and extended into children making models of aeroplanes and drawing maps. The childminder completes regular observations of children as they play and plans activities to support their interests. Opportunities for children to follow their interests in the outdoor area are not as readily available as indoors.
- The childminder supports children's communication and language well. She

provides a running commentary and introduces new words to children. The childminder asks older children questions which support their thinking skills. She provides opportunities for repetition, such as when singing songs and rhymes. All areas of learning are promoted. However, high-quality opportunities for children to explore mathematical concepts, particularly counting and number, are not always promoted.

- The childminder has made links with other professionals. For example, she regularly meets with other childminders at different play sessions throughout the week. This allows children to have a wider circle of friends and the childminder to share good practice with other professionals. The childminder shares information with local schools as children prepare to leave for school.
- Partnerships with parents are established. The childminder communicates in a variety of ways, for example through daily discussion, using a software app or private messaging. Parents share information from home which contributes to the assessment process. Parents are complimentary about the care their children receive. For example, they share 'I have complete trust' and 'My children are very happy'.
- The childminder promotes the wider world in interesting and engaging ways. For example, children experience riding on a steam train and visiting a children's museum. The childminder plans special events throughout the year. For example, children celebrate 'Armed Services Day' by meeting people from the local community. They enjoy talking about different job roles and sitting in emergency vehicles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands the procedures she must follow if she has concerns about a child's welfare. She demonstrates a good knowledge of different aspects of safeguarding. For example, she has a knowledge of the 'Prevent' duty and has processes in place for whistle-blowing. The childminder has effective safeguarding practices. She ensures that she checks the identification of visitors and asks them to sign in a visitors' book so she knows who has been on the premises. The childminder considers children's safety. She assesses risks and completes safety checks of the environment before children arrive.

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

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

- improve opportunities for children to strengthen their knowledge of mathematics, in particular counting and understanding number
- provide a wider range of learning opportunities in the outdoors.

## Setting details

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| **Unique reference number** | EY274446 |
| **Local authority** | Bury |
| **Inspection number** | 10073300 |
| **Type of provision** | Childminder |
| **Registers** | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| **Day care type** | Childminder |
| **Age range of children** | 1 to 10 |
| **Total number of places** | 6 |
| **Number of children on roll** | 10 |
| **Date of previous inspection** | 29 June 2016 |

## Information about this early years setting

The childminder registered in 2003 and lives in Bury, Lancashire. She operates all year round from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant qualification at level 2.

## Information about this inspection

**Inspector**
Elisia Lee

### Inspection activities

- The inspector observed the quality of activities and assessed the impact these have on children's learning.
- The inspector spoke with children and the childminder during the inspection.
- A joint observation was completed by the childminder and the inspector.
- The inspector looked at documentation and discussed how this supports practice. Documents included policies and procedures, processes of assessment and training records.
- Written comments were observed by the inspector, to take account of the views of parents.

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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