

# Childminder report

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Inspection date: 12 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	Met
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a homely and welcoming environment for children to play and learn in. She works hard at building attachments with children and families to ensure they feel at ease and cared for. Children are comfortable with the childminder and display this through smiles and facial expressions. They are well settled and content. The childminder has recently begun caring for early years children, and although relationships are still in their infancy, they are strong. A good range of information is gathered about children prior to their start date and during settling-in sessions to support their transitions.

The childminder provides older children with a range of resources to support their learning. She speaks regularly with teachers at the local school to enable her to complement what children have been taught. She uses this knowledge to extend children's experiences and challenge their progress. For example, she took children on a minibeast hunt in the local parks to explore mini creatures in more detail. Babies are supported well with their personal and social development. Strong bonds are developed and nurtured that help babies to form first utterances and vocal noises. For instance, the childminder uses continuous eye contact and facial expressions when talking to very young babies. She changes the pitch and tone of her voice to enhance the interactions.

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

- The childminder provides children with a good range of resources to support their enjoyment and continued learning. She has developed partnerships with families and local schools to ensure she gathers information about children that will support their interests, growth and current learning. The childminder uses this information to support children's attachments and emotional well-being. For example, she finds out how babies prefer to be soothed and how older children prefer to be comforted.
- Children are offered a good range of healthy and nutritious meals. The childminder provides hot meals each day and uses this time to support discussions and social interaction. Babies are offered milk provided by parents and families. Children's health is further supported by the opportunities given for daily fresh air and exercise. Children take daily walks, exploring their environment, and have access to an outdoor play space.
- The childminder implements a behaviour management strategy from an early age. She uses discussion and activities to help children learn about their emotions and begin to develop an understanding of why they feel a certain way. The childminder introduces the concept of actions and consequences from the outset of care to support children's developing understanding. Positive words and phrases support children's well-being.

- The childminder has a good understanding of how to observe children and the importance of monitoring their progress. She is aware of the assessments that need to be completed and the purpose of them. The childminder is clear about when she should seek further guidance for children's development and what milestones would cause her concern if not reached in a specific time frame.
- Although the childminder provides a range of activities and understands how to challenge the learning and progress of older children, this knowledge is not as strong for younger children. The childminder is less confident about the opportunities to offer to support future learning for babies in her care, for example how she would promote more physical development for children under one year old.
- The childminder has considered most aspects of emergency procedures for her home and the care provided for children. She ensures children are safe in her home and they are given the necessary information to keep themselves safe when out on trips and visits.
- Community links are well established and children have opportunities to engage with other children and adults. The childminder supports local voluntary groups that provide events and activities for the local area. She has begun to introduce the concept of equality and diversity to children by using the links she has built in the community.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge and understanding of safeguarding and child protection up dated. She has a good understanding of the signs and symptoms of abuse and the procedures to follow should she have any concerns about a child in her care. There is a clear allegations management process in place to follow should it be needed. The childminder has researched more complex issues that children in her care may face, such as abuse linked to cultural beliefs, and understands how to address any concerns. Children are further protected as she completes comprehensive risk assessments, which she uses to help develop older children's knowledge of how to keep themselves safe from harm. For example, she helps children to be more vigilant on roads and when on trips.

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

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

- refine the programme for professional development to increase awareness of how babies learn, to raise overall practice towards an outstanding level.

## Setting details

<b>Unique reference number</b>	EY437301
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10132545
<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>	0 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	21 May 2015

## Information about this early years setting

The childminder registered in 2011 and lives in the Ardwick area of Greater Manchester. She operates all year round, Monday to Friday from 7.30am to 6.30pm, except bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Shelley O'Brien

### Inspection activities

- The inspector observed activities indoors and assessed the impact they have on children's learning.
- A range of documentation was viewed by the inspector, including registers, policies and procedures. Evidence of suitability for all adults living in the home was discussed and checked.
- The inspector had a tour of the premises and checked all areas used by the childminder for care.
- Discussions were held between the childminder and the inspector 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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