

# Childminder report

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Inspection date: 18 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### The provision is outstanding

Children establish highly effective, secure attachments with the childminder. The childminder offers individualised settling-in sessions to help the family adjust to their new childcare journey. For example, she provides a consistent approach to best match children's home routines. This attention to detail helps children to feel safe and emotionally secure. Children behave exceptionally well and demonstrate a kind and caring attitude. For example, they acknowledge when new children are upset, include them in their play and offer them cuddles.

The childminder and her assistant work remarkably well as a team. They have high expectations for all children. Care and education are at the heart of the provision. Older children access activities that help develop their physical skills, such as balancing on beams. In addition, babies and children explore sand and water. Children enjoy imaginative play in the herb kitchen. All children brim with self-confidence, demonstrate extraordinary levels of motivation and an excitement to learn. For example, children and babies use the comfy area. They sit quietly and read a book, and babies practise their hand-to-eye coordination as they play with the shape sorters.

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

- The childminder plans an exceptional curriculum. She consistently follows children's interests to make learning enjoyable. Following on from watching the roadworks outside the childminder's house, children bring their own ideas to life. For example, they create their own construction site in the sand and explore with diggers and trucks.
- The childminder meticulously monitors children's progress. She uses her excellent knowledge of child development to design inspiring activities. For example, children demonstrate curiosity as they explore the herb kitchen. They skilfully use a pestle and mortar to grind basil and vegetables. They place these ingredients into a traditional cooking pot, and proudly present their concoction. Children show their excellent speaking skills as they describe the soups they make. They learn new words as the childminder tells them that the pot is called a 'handi'. They develop their mathematical skills as they count droplets of water into the mixture.
- Children have unique opportunities to learn about their own backgrounds. For example, they talk about their heritage, immediate family and relatives, using their own photographic family tree displays. The childminder obtains a wealth of information about the background of each family. She uses this to provide highly inclusive opportunities for children to celebrate their own cultures. Additionally, they learn to value other faiths and different festivals, such as Eid and Ramadan.
- Activities are meticulously adapted by the childminder to meet the needs of all

the children. For example, babies explore and investigate textures such as rice and pasta. Toddlers develop their hand-to-eye coordination and mathematical skills as they count and scoop these into a variety of pots. Older children weigh out and compare quantities of pasta.

- Children's literacy, speech and language skills are supported through innovative teaching. For example, older children trace the letters of their name in trays of rice and practise writing their own name using different tools. Additionally, they listen attentively and follow the childminder's clear instructions using a recording device. They press a coloured pad and await the instructions, such as 'can you find the green spiral pasta?' or 'which pasta looks like a snail?' Children repeat new words, such as 'spiral' and 'swirly'. They are engrossed and maintain high levels of concentration.
- Partnerships with parents and other professionals are excellent. Parents speak extremely favourably about the childminder and her assistant. They commend them for how well their children progress. The childminder ensures that any emerging gaps in any area of development are addressed swiftly. This ensures children who may need additional help make the best possible progress.
- The childminder and her assistant attend training events, such as higher level childcare qualifications, to enhance their already excellent knowledge. The childminder is an excellent role model and disseminates her outstanding practice to newly registered childminders. She is passionate in her work and has an outstanding dedication to her role. The childminder sustains excellence in all areas of her practice. She is proactive and reflects on ways she can improve, using the views of parents and children. Since her last inspection, the childminder has enhanced her garden area to enable children to be even more physically active. Additionally, she has introduced more natural resources that ignite children's creativity even further.
- All children make rapid progress and are very well prepared for their next stage in learning or going to school. They become increasingly independent in their life skills. For instance, they help to make their own lunch, butter their own bread and chop up their own fruit safely.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge of safeguarding up to date. They have completed the highest level of safeguarding training. They have a robust knowledge of the indicators of abuse and demonstrate with reassuring confidence how to report concerns about any child in their care. The childminder and her assistant are confident in their knowledge of wider safeguarding matters, such as female genital mutilation and the 'Prevent' duty. The childminder and her assistant understand what to do if they are concerned about each other's behaviour towards children. The childminder ensures that her safeguarding policy is regularly reviewed and incorporates pertinent changes linked to new legislation.

## Setting details

<b>Unique reference number</b>	EY409626
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10129092
<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 at time of inspection</b>	1 to 5
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	1 December 2015

## Information about this early years setting

The childminder registered in 2010 and lives in the Levenshulme area of Manchester. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and works with an assistant. She provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Alison Tranby

### Inspection activities

- The childminder and the inspector completed a learning walk of the childminder's home to gain an understanding of how the early years provision and curriculum are organised.
- A joint observation was carried out by the inspector and the childminder. The intended learning opportunities of the activity were also discussed.
- The inspector held discussions with parents, children, the childminder and her assistant at convenient times during the inspection.
- Consideration was given to parents' written comments obtained during the inspection.
- The inspector looked at a sample of documentation, including evidence of the suitability of assistants and training completed by the childminder and the assistant.

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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