

Childminder report

Inspection date: 5 March 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder and her assistant work hard to provide a home-from-home environment for children. They offer a good balance of adult-led and child-initiated activities. The playroom is spacious and stimulating and offers children a variety of different areas in which to explore. Visual aids displayed around the room help to promote discussion and learning. For instance, children learn to recognise and locate different numbers called out by the childminder's assistant.

Children play well together. The childminder and her assistant have very high expectations for behaviour and manners. Children are gently reminded that it is polite to remain at the table until their friends have finished eating. The childminder and her assistant are excellent role models. Children follow their lead and demonstrate friendly, respectful behaviour.

The childminder places high priority on getting to know children and families very well before they start. Gradual, child-led admissions help children to form strong attachments and feel safe and secure. Robust partnership working means that parents feel valued and included in their child's learning and development. The childminder works tirelessly to help parents to extend children's learning at home.

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

- The childminder creates a varied, interesting curriculum that reflects what children enjoy doing. She uses observations and information from parents to plan activities that support children's next steps in learning. Occasionally, during activities, the childminder does not ask children questions that challenge them fully and encourage them to use their thinking skills.
- Children's communication skills are supported well. The childminder and her assistant model good language and encourage children to speak clearly and correctly. The childminder reads with enthusiasm in ways that keep children engaged. Furthermore, she encourages children to select books and explore them independently. This supports children's literacy skills and promotes a love of reading.
- The childminder is skilful at adapting activities to meet children's age and stage of development. Older children carefully explore how colours change when paints are mixed together. Younger children are engrossed in the texture and taste of the edible paint.
- Children's behaviour is excellent. They cooperate with each other, take turns and share. Older children are supportive to younger children, and help them to find resources they need to join in. Children know the daily routine; they eagerly help to tidy up in preparation for lunchtime.
- A well-embedded key-person system helps children to be confident and happy in

the childminder's care. They are developing some independence in preparation for the next stage in their learning. For instance, children understand the importance of handwashing before eating and after using the bathroom and can do this without support.

- The childminder is very reflective and she and her assistant are passionate about providing quality care for children and families. The childminder regularly seeks the views and opinions of parents and uses these to improve the provision. Her programme of professional development is specifically focused on the needs of children in her care. Although she has regular discussions with her assistant and ensures he completes mandatory training, his continuous professional development has not been prioritised. This means that, occasionally, he is unsure of how to raise the quality of education to an even higher level.
- Parents are very happy. They feel that the childminder and her assistant provide an excellent service. Parents comment that communication is very good and they feel involved in their children's learning. In particular, parents praise the childminder for encouraging children to use good manners.
- The childminder has formed good relationships with other schools and nurseries attended by the children. Although she communicates regularly with them and shares some information, she has yet to find effective ways of sharing accurate information about children's learning. This means that on some occasions continuity of care for children is not at the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant have a good understanding of the signs and symptoms of abuse. They know the procedures to follow if they are concerned about the welfare of a child or one another's behaviour. The childminder has completed additional training to ensure her knowledge and understanding of wider safeguarding issues are up to date. For instance, the childminder has completed training to help her to identify children and families who may be at risk of being drawn into extreme behaviours.

What does the setting need to do to improve?

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

- build on questioning techniques to ensure that children's thinking skills are extended fully
- develop the arrangements for coaching and mentoring to ensure that the professional development of the assistant is of high priority
- strengthen partnerships with other settings attended by children to ensure an effective two-way flow of information.

Setting details

Unique reference number	EY469500
Local authority	Manchester
Inspection number	10132583
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 April 2014

Information about this early years setting

The childminder registered in 2013. She lives in Gorton, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds qualified teacher status.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The childminder showed the inspector the parts of the property used for childminding and discussed how the curriculum is planned and implemented.
- Regular discussions were held with the childminder, her assistant and children at appropriate times during the inspection.
- The quality of teaching was observed during activities indoors. The inspector evaluated the impact on children's learning.
- The inspector took account of written feedback from parents.
- Documentation relating to the suitability of people living and working on the premises was checked.

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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