

# Childminder report

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Inspection date: 13 March 2020

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

Children flourish in the care of the dedicated childminder. The environment is safe, calm and subtly stimulating. Resources are carefully selected to enhance children's learning. It is clear that children take ownership of the environment. They arrive happy, eager and highly motivated to learn. Children's behaviour is exemplary. They know what the childminder expects and talk about why rules and boundaries are in place.

Children are incredibly independent. They manage their own care practices and prepare their own snack. Children use knives with great precision to remove the 'bad bits' from strawberries. Their level of concentration is extremely high. Children confidently use the 'nose wiping station' and discuss the importance of good handwashing procedures. They comment, 'We need to get rid of the germs.' Children talk about how healthy foods and exercise help them to be 'big and strong'. They excitedly discuss how running and coughing makes their heart beat faster.

Children's mathematical development is remarkable. They confidently add and subtract numbers mentally, solve problems and create repeating patterns. The well-qualified childminder is skilful at adapting activities to meet children's individual needs and ensuring they are very well challenged. Children are rapidly developing the skills they need for their move to school.

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

- Children's literacy skills are magnificent. They confidently break down words, blend them together and read with fluency. Children proudly demonstrate how to clap out the syllables in large words, such as 'radiator'. The childminder plans activities to help children to identify the difference between upper and lower case letters. Children have great fun matching the letters and finding corresponding objects within the environment. Furthermore, children hold a pencil correctly and successfully write recognisable letters.
- The curriculum is ambitious and unique, and equips children with the skills they need for the future. It successfully extends and builds on what children already know and can do. The childminder's understanding of the different ways that children learn is superb. She uses this knowledge to carefully adapt and reshape activities to keep children engaged and excited to learn. The childminder's knowledge of child development is excellent. This helps her to quickly identify and support children who may be at risk of delay.
- Children work together harmoniously. They congratulate each other on achievements and are consistently respectful. Children's attitude to learning is admirable. They demonstrate high levels of patience and resilience. For instance,

when learning to read long words, children are determined to succeed and refuse to give up trying. Children proudly relish their success once they have achieved their goal.

- The experienced childminder cleverly uses everyday occurrences to teach children how to challenge stereotypical behaviour. She sensitively discusses with children why girls and boys can be both 'pretty' and 'cool' at the same time. She uses opportunities that arise on outings to build on children's understanding of different people. For instance, children seeing a sign about people with disabilities within the community sparks a discussion about how people with disabilities may be supported differently to people without.
- The committed childminder is highly reflective and works hard to provide exceptional quality of care for children. She devotes a great deal of time and effort to her own professional development, ensuring that her knowledge is first class. The childminder swiftly identifies any gaps in her learning and accesses training. She works closely with other childminders to share good practice and provide social opportunities for children.
- Partnership with parents is robust. A continuous two-way flow of information helps parents to feel valued and an integral part of children's education. The childminder adopts unique ways of helping to extend learning at home. For instance, children role play what they have learned when parents arrive to collect them. This helps parents to carry out the activity at home.
- The relationship between the childminder and children is fantastic. Children have formed strong, long-lasting bonds with the nurturing childminder. High levels of mutual respect are clear to see.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to identify children who are at risk of abuse. The procedures in place for referral are clear and concise. The childminder completes regular training to ensure her knowledge is up to date. She has a clear understanding of the signs that might indicate a child or family are at risk of being drawn into extreme behaviours. Children are quickly learning important strategies to help to keep themselves safe. For instance, children discuss the importance of privacy when using the bathroom.

## Setting details

<b>Unique reference number</b>	EY475146
<b>Local authority</b>	Salford
<b>Inspection number</b>	10132584
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	19 April 2016

## Information about this early years setting

The childminder registered in 2014 and lives in the Eccles area of Manchester. She operates all year round, Monday, Tuesday and Thursday 9am to 6pm and Friday 12.30pm to 6pm, except for bank holidays and family holidays. She receives funding for the early education of three- and four-year-old children.

## Information about this inspection

### Inspector

Kayte Farrell

### Inspection activities

- The childminder gave the inspector a tour of the property and discussed how the curriculum is organised and implemented.
- The inspector observed the quality of teaching indoors and evaluated the impact on children's learning.
- A joint observation was completed with the childminder.
- Discussions were held with parents, staff and children at appropriate times throughout the inspection.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.

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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