

Childminder report

Inspection date: 15 November 2019

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

The provision is good

The childminder provides a caring and safe environment. Children are happy and they settle in the childminder's care. They form a close bond with the childminder and her assistant. Children giggle as they move around freely. They are able to choose what they want to play with from a wide range of resources.

Children are confident and show good levels of engagement in play. They include the childminder in their play and ask for help without hesitation. Children show good imaginative skills in role play. They take on roles such as a shopkeeper and a customer in their pretend supermarket. They learn how to add and estimate as they use a toy cash register to charge the childminder for food. Children recognise and match numbers as they play. The childminder follows their lead and interacts with them positively.

Children are highly motivated and eager to play. The childminder has high expectations of the children and helps them to make progress. Children are beginning to recognise and practise writing the letters in their names. They show the childminder their work with pride. The childminder praises them for their effort. This helps to raise their self-esteem and confidence.

Children's behaviour is good. The childminder manages behaviour well. She sets clear expectations for the children and explains why some behaviour is not acceptable. Children take turns and learn to play cooperatively.

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

- The childminder is experienced and shows commitment to attending further training to enhance her practice. She evaluates her practice and makes links with other childminders to help keep up to date. However, she has not established an effective programme of continued professional development in order to help her assistant to further enhance his skills, knowledge and practice.
- Teaching is good. The childminder knows the children well and supports their communication skills effectively. She is calm, speaks clearly and gives eye contact. She introduces new words during conversations and encourages children to pronounce difficult words, such as 'brontosaurus'. Children make good progress in their speech and language development and are confident to share their views with the childminder and with visitors.
- Children benefit from interesting experiences that support their understanding of the world and are relevant to everyday life. For example, they help the childminder to take her cat to the vet for a check-up. She skilfully asks purposeful questions to help children recall the event. They talk with interest about the visit and learn why animals have microchips.

- The childminder talks to children about good behaviour and the impact their behaviour might have on others. Consequently, children behave well. They listen, respond and are polite.
- The childminder understands the benefits of working with other professionals, such as health visitors, and values their opinion. However, she does not optimise partnerships with staff at other settings children attend, to support continuity in children's learning and development.
- Parents are complimentary about the childminder and her service. The childminder uses the settling-in sessions to collect detailed information about children's individual needs and interests. Parents receive regular information in daily diaries, messages and photographs about their children's days.
- The childminder observes children as they play and she monitors their progress regularly. She has a good understanding of children's interests and plans stimulating activities.
- Children develop important skills ready for school. They are able to do things for themselves. For example, children put on their coats and shoes when going on outings. They also unpack their lunch boxes as they prepare for their lunches.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge up to date by accessing safeguarding training. She is confident to act quickly in the event of a child protection issue. She has safely recruited an assistant. The assistant has understanding of how to keep children safe and knows who to contact if he has concerns. Safety gates are in place to prevent children from accessing the kitchen area and the premises are secure. The childminder carries out regular emergency evacuation drills. She ensures that hazards are minimised and conducts visual and written risk assessments. This helps her to ensure children's safety at all times.

What does the setting need to do to improve?

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

- establish a programme of continued professional development in order to help the assistant to further enhance his skills, knowledge and practice
- establish a good working partnership with staff at other settings that children attend, to achieve a continued approach to children's learning and care.

Setting details

Unique reference number	307093
Local authority	Stockport
Inspection number	10066047
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 8
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 September 2015

Information about this early years setting

The childminder registered in 1996 and lives in the Romiley area of Stockport. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

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Inspection activities

- The inspector discussed with the childminder the progress the children present have made from their starting points and her plans to move them forward.
- The inspector looked at documents, including the childminder's safeguarding policy, training certificate and children's learning records.
- The childminder gave the inspector a tour of her setting and explained how she plans for children's learning.
- The childminder discussed her evaluations of her own practice and how she drives ongoing improvement in her setting.
- The childminder and the inspector held a joint observation.

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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