

Childminder report

Inspection date: 28 January 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	Good
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What is it like to attend this early years setting?

The provision is good

Children feel welcome and safe in the childminder's home. There is a wide range of resources available to them throughout the ground floor and in the rear garden. Children arrive at the childminder's home keen to engage in activities. Children of all ages play well together. The older children help and encourage the younger ones to join in. Children's behaviour is consistently good, and they are polite.

Children respond well to the high hopes the childminder has for them. She plans some group activities that promote children's learning across the curriculum. For example, during a 'gloop' activity, they explore the properties of dry and wet cornflour. Children display high levels of excitement as they add water to the dry mixture. They spontaneously talk about the changes and different textures. The childminder encourages the children to make marks in the mixture. She teaches the older children to write numbers, letters and their names. However, at other times, these children are not consistently challenged to progress their learning even further.

Children move freely between the indoor and outdoor environments. They enjoy spending time in the childminder's garden where they build up a range of skills. A popular activity is walking across a line of circular blocks. This helps children to develop their balancing skills. Children proudly show visitors where they grow fruits, such as strawberries. They know how to care for plants and are learning where certain foods come from.

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

- The childminder has a secure understanding of how children learn and develop. They are at the centre of her practice. She often allows children to take the lead in their own learning, based on what interests them. As a result, children are eager to engage in activities and show high levels of concentration. The childminder knows the children well. She accurately plans their next learning steps from what they already know and can do. As children play, the childminder intervenes at appropriate times to promote their learning.
- Children are making very good progress, particularly in their communication and language skills. They can express their needs and hold meaningful conversations with others. They join in with rhymes and songs and happily read their favourite storybooks to visitors.
- Children develop their learning, a healthy lifestyle and independence during daily practices. For example, at mealtimes, children help to lay the table. They use their counting and matching skills to ensure it is set correctly. They make choices from a healthy selection of food and serve themselves. Children talk about their likes and dislikes, where food comes from and if it is healthy. The

childminder encourages children to put on their own coats and shoes. These practices help children prepare for school or the next stage of their learning.

- Relationships within the setting are strong. The childminder is a positive role model who creates an ethos of respect for one another. Children celebrate their own traditions and festivals and learn about other cultures. For example, during the recent topic of Chinese New Year, children made Chinese lanterns. Resources in the setting reflect our diverse society. Practices such as these help to prepare children for life in modern Britain.
- Parents report on the good quality of care and education their children receive. They speak of their children being very happy and making good progress. The children settle well into her care, feeling safe and secure. The childminder shares information with parents in various ways. For instance, they receive many photographs and hear about their child's day at home time. The childminder knows the families well and offers them support during challenging times. The families see the childminder as being very much part of the community.
- The childminder has strong links with the nursery school the children attend. The nursery staff provide her with information on their current theme. This helps the childminder to complement the children's learning, as with the present topic of 'Day and Night'.
- The childminder is committed and conscientious. She aims to provide children with high-quality care and education. The professional development of the childminder is not linked closely enough to her individual learning needs to raise the quality of teaching to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder provides a safe and secure environment for children. She ensures all individuals in the household are suitable. The childminder carries out regular safety checks and removes any risks. She adheres to children's individual dietary needs to ensure their continued well-being. The childminder has child protection policies in place. She completes regular training to keep her knowledge up to date. She is able to follow procedures if she has a concern about a child or the behaviour of an adult towards a child.

What does the setting need to do to improve?

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

- make greater use of professional development opportunities to help to raise the quality of teaching to the highest level.

Setting details

Unique reference number	318297
Local authority	Trafford
Inspection number	10066422
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 8
Total number of places	12
Number of children on roll	17
Date of previous inspection	11 September 2015

Information about this early years setting

The childminder registered in 1993 and lives in Timperley. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. At busy times, the childminder works with an assistant.

Information about this inspection

Inspector

Joan Madden

Inspection activities

- The childminder and the inspector completed a learning walk of the premises.
- The inspector observed children's activities indoors and outdoors.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The childminder and the inspector jointly observed children and then discussed the learning and progress of the children.
- Parents were interviewed by telephone and their written feedback was taken account of by the inspector.
- The inspector looked at a range of documentation.

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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