

Childminder report

Inspection date: 3 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 kind and nurturing childminder provides a welcoming, homely environment. Children have access to a variety of resources appropriate to their age and stage of development. They explore freely and with confidence, self-selecting toys they find interesting. For instance, babies show delight while exploring the different sounds made by banging objects with a wooden spoon.

Children are calm and engaged in play. They behave well and follow simple instructions. The childminder has high expectations for behaviour. Children are beginning to learn about rules and boundaries. These are sensitively implemented by the childminder in ways appropriate to children's ages. The childminder is an excellent role model. She consistently uses good manners and shows children a great deal of respect. The childminder places a high priority on getting to know children's individual needs, routines and interests. This helps them to feel safe and secure.

Children appear to be happy and content. They have formed strong attachments to the childminder and are relaxed in her care. Children start to develop their independence skills at an early age. The childminder encourages babies to feed themselves and wash their hands and face. This helps to prepare children for the next stage in their learning.

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

- The childminder gets to know children very well. Gradual settling-in procedures help her to form a good idea of what they already know and can do. She works hard to ensure that children become familiar with the environment and feel safe and secure before they start. The childminder uses observations and information from parents to find out about children's interests. This helps her to create a curriculum that challenges children and teaches them new things. Ongoing monitoring systems ensure that any gaps in children's learning are swiftly identified and addressed.
- Children's communication and language skills are very well promoted. The childminder speaks to children as they play and models excellent language with clarity. She introduces a range of vocabulary and encourages children to copy new and familiar words. The childminder frequently reads books to children. Her interactive way of storytelling helps to keep babies interested and engaged. For example, the childminder asks children to find different animals and objects on each page. Children confidently point to a range of animals and make the corresponding sounds.
- Overall, partnership working with parents is effective. Parents are happy and speak highly of the childminder. They feel involved in their children's learning

and regularly share information about children's interests at home. Parents feel confident that their children are happy in the childminder's care and receive daily feedback about their day. However, the childminder does not always provide parents with detailed information about what children are learning and how they could further support this at home.

- Children are curious as they explore the different sounds that musical instruments make. They are motivated and eager to participate. The childminder sings familiar songs to children and provides good opportunities for them to join in. She is very encouraging and offers children meaningful praise. This promotes children's self-esteem and confidence. Children giggle and clap in excitement when they have taken part.
- Although the childminder has undertaken all mandatory training, including paediatric first aid, she does not always reflect on her practice to establish a highly targeted programme of professional development that would strengthen her assessment skills even further.
- Children develop a good understanding of the world they live in. They relish opportunities to go on outings and are proud of their local community. Children take part in physical activities at the park and build their social skills at playgroup.
- Well-embedded procedures are in place for children moving on to nursery or school. The childminder has good relationships with other professionals and works hard to prepare children for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs and symptoms that may indicate a child is being abused. The procedures she has in place for making referrals are robust. The childminder has completed 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:

- increase the information that is shared with parents, to enable them to continue to support children's learning at home
- make better use of self-reflection to identify a more targeted plan for professional development, to strengthen knowledge around children's assessments even further.

Setting details

Unique reference number	EY267070
Local authority	Manchester
Inspection number	10132589
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 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 2003 and lives in the New Moston area of Manchester. She operates all year round from 8am to 5pm, Tuesday and Wednesday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

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.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- The quality of teaching was observed during activities indoors and the inspector evaluated the impact this has on children's learning.
- The inspector took account of written feedback from parents.
- Documentation relating to the suitability of persons 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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