

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 well-qualified childminder understands how children learn. She provides a stimulating environment for their play and learning. This is demonstrated well by the bird feeder that she attaches to the playroom window. Children get a close-up view of the birds that come to take the mealworms. They learn the names of the birds. This helps to promote children's visual memory and extends their vocabulary. Feeding the birds encourages children to demonstrate kind and caring behaviour towards others. Children are eager to learn and explore.

Parents praise the childminder's sense of fun. They say that she provides a welcoming home-from-home environment and children feel safe and happy. Parents are pleased with the wide range of activities that children take part in. They feel well informed about children's welfare and development.

The childminder demonstrates high expectations for children's progress. This is demonstrated when she helps children to make meaningful links in their learning. For example, children learn that the lines that they see on their wrists are the veins that carry their blood. Children, therefore, begin to understand how their bodies work. Children collect autumn leaves and find out that leaves have veins as well.

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

- The experienced childminder seeks information and training that helps her to continuously develop her teaching. For example, she read a magazine article about outdoor play. The article helped to spark ideas for supporting children to develop their interest in making dens. The childminder made a den-making kit to take to the woods. She and the children worked together to try out different ways to construct dens outdoors. This encouraged children to look closely at their surroundings and test their own ideas.
- The childminder uses what she knows about children's interests to promote their early literacy effectively. For example, children are interested in dinosaurs and the childminder has made a dinosaur alphabet book. Children are eager to hear the interesting words being read and repeated. This helps them to learn that printed words carry meaning and that words start with different sounds.
- The childminder holds conversations with children that help to expand their knowledge and vocabulary. For example, children learn that some dinosaurs are carnivores and some are herbivores. Children enthusiastically join in with singing familiar action songs. However, sometimes, the singing is too fast for children to keep up with. They do not have enough time to think about and match the words of the songs to the actions.
- Children know the expectations for their behaviour in the childminder's well-organised provision. For instance, children know that they must sit at the table

to eat meals. This helps to promote their self-control and safety. At other times, children play and choose resources freely and this helps to promote their confidence and independence.

- The childminder makes effective use of care routines in her teaching. For example, at snack time, she helps children to count the pieces of apple in their bowl. They begin to understand that the number of pieces changes every time they eat one. This helps children to learn about numbers and counting in a meaningful context. Children decide to use a fork to pick up the apple. This helps to promote the strength of their hands and fingers. Children learn that different types of food make up a balanced diet. This helps them to make healthy choices about what they eat and drink.
- Children are ready to start school when the time comes. For example, the childminder teaches them to put their coats and shoes on by themselves. Children become independent in matters of personal hygiene. The childminder shares information about children's progress with the schools that they move on to. This helps to promote continuity in their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates vigilance regarding matters of child protection. She reports any concerns that indicate a child may be at risk of harm. The childminder establishes sensible rules that help her to keep children safe. For example, when she opens the oven to check the pizza, children stand on the mat near the kitchen door to watch. They see and learn about the precautions that the childminder takes to avoid injury. This helps children to learn to manage risk themselves.

What does the setting need to do to improve?

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

- strengthen techniques for teaching children the words and actions of songs and rhymes.

Setting details

Unique reference number	EY296382
Local authority	Trafford
Inspection number	10060184
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 6
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2004 and lives in Stretford. Her provision operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Susan King

Inspection activities

- The inspector and the childminder discussed plans for the morning's activities. The inspector shared with the childminder the areas of inspection focus that she had identified before the visit.
- Parents provided written feedback about the childminder's provision. The inspector took account of their views.
- The inspector read a dinosaur alphabet book to children. She observed the childminder's teaching and discussed children's engagement with activities.
- A selection of documents used in the provision were examined. For example, the inspector considered the childminder's records of the medication that she administers to children.

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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