

Childminder report

Inspection date: 16 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

The childminder's home is welcoming, safe and secure. Children are excited to attend and freely access the stimulating range of play equipment. They show positive attitudes towards their play and are active learners. For example, children construct models from dough and practise their counting skills with wooden blocks. Children develop strong bonds with the childminder. They settle quickly, feel assured and are content in her care.

Partnership working is strong. Parents speak highly of the childminder and compliment her on how well she works with other professionals. They comment on how well their children are progressing and how much they enjoy attending the setting. Secure partnership working supports all children to make good progress, including those with special educational needs and/or disabilities. Gaps in learning close quickly. Children are provided with good first-hand learning experiences. For example, they relish opportunities to visit the local fire station.

The childminder teaches children about their local community and the wider world. She takes them on visits to the park and children become fascinated about taking a trip on public transport. Children develop good independence and learn about good hygiene. They show high levels of confidence and tend to their own physical needs. For example, children wash their own hands and dress themselves. Children develop good skills in readiness for their future learning.

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

- The childminder recognises the importance of her role as a leader. She understands and demonstrates a good awareness of giving children experiences that help them to achieve well. Children arrive happy and are eager to start their day. The childminder ignites their love of reading by making story sacks containing characters from stories, such as toy ducks, lions and cats. Children use the characters to imitate various animal sounds and match them to the different parts of the story. Parents are encouraged to further extend children's reading at home, through sharing the story sacks and reading books together.
- Children make good progress across the areas of learning. The childminder works well to close gaps in learning and provides an array of activities that captures children's interests and keeps them motivated to learn. Children develop good physical skills. They practise balancing, climbing and walking up steps. They beam with confidence when praised by the childminder and have a strong sense of belonging.
- The childminder accurately assesses children's starting points. She monitors their development well and shares this with parents and other childcare professionals. Children have high levels of self-esteem and confidence, and are motivated

individuals.

- Children demonstrate a good understanding of how to keep themselves safe. They manage risks very well during their play and remind the childminder that the pretend tea they have poured for her might be 'hot'. The childminder promotes consistent boundaries. Children behave, show good manners and are polite. They thank the childminder for helping them and are kind towards one another. They tidy toys away and are proud of their play environment.
- The childminder helps children to gain a good understanding of how to live a healthy lifestyle. She encourages children to make positive food choices and talks to them about the effect these have on their bodies. Children reflect their understanding as they talk about foods that are good for them, such as chicken and fruit.
- Overall, the childminder evaluates her setting well. She has acted on the recommendations from her previous inspection. For example, she has improved how she shares information with parents. The childminder has a continuous professional development programme in place. However, she does not sharply focus her professional development, to help raise the quality of her practice to the highest level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended safeguarding training to ensure that her knowledge of child protection remains up to date. She is aware of her responsibilities to keep children safe. From the outset, the childminder explains to parents her duties to safeguard children in her care. For instance, parents sign her safeguarding statement and are given a copy. This ensures that parents are fully aware that children are her main priority. The childminder knows how to carry out her procedures should she have any concerns about a child's welfare or well-being.

What does the setting need to do to improve?

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

- strengthen professional development opportunities, to help raise the quality of practice to a higher level.

Setting details

Unique reference number	EY304164
Local authority	Manchester
Inspection number	10106304
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 8
Total number of places	6
Number of children on roll	3
Date of previous inspection	18 February 2015

Information about this early years setting

The childminder registered in 2005 and lives in Moston, Manchester. She operates all year round, from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Alison Tranby

Inspection activities

- The inspector held discussions with the children and the childminder at appropriate times during the inspection.
- Consideration was given to verbal comments obtained during telephone conversations with parents, and from written statements that they provided.
- The childminder and the inspector completed a learning walk of the childminder's home. They discussed the learning intentions and opportunities available for children on the day of the inspection.
- The quality of education and the impact this has on children's learning was observed by the inspector.
- The childminder took part in a joint observation of an activity with the inspector.
- A meeting about how the childminder leads and manages her provision was held with the inspector and the childminder. The inspector reviewed relevant documents and checked evidence of the suitability of all household members.

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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