

Childminder report

Inspection date: 23 October 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

Children rush eagerly into the childminder's welcoming provision. They discover toys and activities that the childminder has selected to match their individual interests and stages of development. She knows what children are ready to learn next and challenges them to achieve highly. The childminder promotes children's positive behaviour well. For instance, she establishes clear routines and children know her expectations for their conduct. This helps them to develop self-control and to become helpful members of the group.

Parents praise the friendly, knowledgeable childminder. They say that she provides extensive information about her provision before children are admitted. Parents comment on the wide range of experiences that the childminder works hard to offer. For example, she takes children to the farm and they learn about food production.

The childminder understands how children learn. This helps her to add wisely to her provision for outdoor play. For example, the childminder buried upright tyres to form stepping stones. Younger children begin to climb on to and over them. Older children go from one to the next. This helps children to develop balance and agility. The childminder manages risks to children's safety. For example, she situates outdoor climbing equipment on safe surfaces.

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

- The childminder plans interesting experiences in which children want to participate. This is evident when babies busily explore a basket of mixed items. The childminder observes them to find out which items capture their interest. Her skilful interactions help to extend their learning. For example, children concentrate for an extended period on shaking two bells and banging them together. The childminder picks up two more bells and joins in. They watch and copy each other. This becomes a playful exchange of ideas that encourages children to pay attention and experiment.
- The childminder demonstrates good knowledge of the areas of learning. This helps her to sequence children's learning effectively. For instance, the childminder makes towers of bricks for babies to have fun demolishing. She counts out loud as she positions each brick. Children therefore hear numerals recited in ascending order. They begin to copy the rhythm of one-to-one correspondence when counting. The childminder helps older children to extend and apply their knowledge of numbers. For example, children measure ingredients when they help to cook food.
- The well-qualified childminder is ambitious for her own learning and development. For example, she embarks on accredited training that extends her

professional knowledge about special educational needs and/or disabilities. This helps her to act on concerns about children's development at an early stage. The childminder evaluates the quality of her provision well, overall. However, she does not fully consider the quality of her teaching and the impact that this has on children's progress.

- Partnerships with parents are effective. Parents and the childminder exchange information every time children arrive at the setting and when they go home. This helps everyone to work together to promote children's physical and emotional well-being.
- Babies' deep enjoyment of the taste and texture of fruit yogurt encourages them to eat independently. They begin to use a spoon with increasing dexterity. The childminder teaches pre-school children to put their own coats and shoes on. They become independent in matters of personal hygiene. Children learn habits that contribute to their health and safety. For example, they wash their hands before they eat lunch.
- The childminder promotes children's communication skills and early literacy effectively. This is demonstrated when they ask for toys. The childminder points to the words and pictures on the boxes of resources. She shows children that the label tells them what is in the box. Therefore, children begin to understand that pictures and writing carry meaning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends training that helps her to stay up to date with changes to local child protection procedures. She demonstrates her clear intention to seek advice if she is concerned that children are at risk of abuse or neglect. The childminder implements policies and procedures that help her to promote children's welfare. For example, she meticulously records information about injuries that children sustain when they are not at her provision.

What does the setting need to do to improve?

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

- make better use of what is known about the quality of teaching, so that plans for improvement are sharply focused and help to promote excellent outcomes for children.

Setting details

Unique reference number	EY345242
Local authority	Bury
Inspection number	10071528
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	7
Date of previous inspection	9 September 2015

Information about this early years setting

The childminder registered in 2006 and lives in Radcliffe. Her provision operates all year round from 7am to 6pm, 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 spoke with children and observed their responses to activities indoors and outdoors. She observed care routines, such as mealtimes.
- The childminder and the inspector observed and considered the impact of the curriculum on children's progress and development.
- Documents used in the provision were examined and discussed. For example, the inspector took account of records of accidents and injuries to children.
- The inspector spoke with one parent and read written feedback from one parent. She included their views in the report.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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