

Childminder report

Inspection date: 7 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this warm and welcoming environment. The childminder is skilful in ensuring that children feel at home and safe. As a result, they are motivated and eager to learn and face new challenges. Children are confident and independent as they demonstrate they are willing to have a go. They show their affection for the childminder as they approach her for cuddles. Children participate in games and play together while on the floor. Good-quality interactions occur as children sit and giggle together with the childminder while they enjoy their favourite story.

Teaching is strong. The childminder ensures that the curriculum is exciting as she makes learning fun. Children enjoy exploring the inside of a pumpkin. They use different implements to cut and scoop out the inside as they investigate. Children learn new words as they begin to describe the feel, texture and temperature of the inside of the pumpkin with enthusiasm.

Children learn from an early age about right and wrong from the childminder's consistent approach to behaviour and ground rules. They show a respect for the feelings of others as they share and take turns with toys and equipment, and use their manners appropriately.

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

- Effective hygiene procedures are consistently implemented. Children understand the need to wash their hands before eating and after messy play. A four-step approach is well embedded into children's practice as they turn on the tap, apply soap, wash and dry their hands. This helps to support children's self-care skills as they build on their learning.
- Children move around the house from the playroom into the lounge and dining room to choose where they want to play. A rich and varied selection of toys and equipment are easily accessible. However, at times, children do not have full access to the broad range of resources available at the provision, to continue to raise their current interests and learning further.
- Planning is built around what children can do to help extend their learning. Links to seasons and growing pumpkins from seed help to increase the children's understanding of how things grow and where they come from. Once harvested, the pumpkins are cooked and tasted by the children, further enhancing their learning. Mathematical language is introduced well by the childminder. Children have regular opportunities to solve number problems as they measure the size of their pumpkins. They compare which is the biggest, not just by the size but by the highest number on the tape measure. This helps children to begin to understand the concepts of size and numbers.

- Partnerships with parents are good. Daily communication in various ways helps to keep parents fully informed of what their child has been doing at the setting. Termly reports keep parents up to date with their child's continued learning and their next steps. This communication helps parents to understand how their child is becoming ready for the next stage in their learning, such as starting nursery or school. Parents are very complimentary about the childminder and comment that their child is happy and secure with her.
- All children embark on outings with the childminder to playgroups and local facilities. They discover the community that they live in and have lots of opportunities to mix and socialise with others.
- The childminder has high expectations for each child. However, this is not consistently embedded in her practice. During adult-led activities, the childminder does not focus clearly on children's individual next steps and what they need to learn next to promote their learning further. Despite this, children learn about print having meaning from an early age as they find their name to self-register when they arrive. They also enjoy looking for their name on envelopes as they empty the role-play post box to read letters from the childminder.
- Children enjoy a choice of healthy and nutritious food, freshly prepared each day by the childminder. They understand the importance of a healthy diet and the benefits of daily exercise and fresh air on their overall development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that her child protection knowledge is up to date. She attends regular training and knows what to do if she has any concerns about a child's safety. Older children are transported safely to and from school, and the children learn about road safety and how to keep themselves safe. Children are currently learning about the dangers of fireworks and bonfires. For example, younger children know not to go near the bonfire as it is hot and will hurt you. Effective procedures are in place to ensure that children do not have unsupervised access to the internet when they use the computer.

What does the setting need to do to improve?

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

- develop the environment to allow for more purposeful resources to be accessible to the children and their current learning
- build on the organisation of adult-led activities to focus more precisely on what children need to learn next to maintain their interest and involvement to the highest level.

Setting details

Unique reference number	EY366354
Local authority	Manchester
Inspection number	10109760
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	11 June 2015

Information about this early years setting

The childminder registered in 2008 and lives in Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a level 6 early years childcare qualification.

Information about this inspection

Inspector
Lesley Bott

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- A joint evaluation of an activity was completed with the childminder, together with a tour of the environment.
- A number of discussions were held with the childminder. The inspector looked at evidence of the suitability of persons living in the household.
- The inspector spoke to children during the inspection. The views of parents were taken into account.

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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