

Childminder report

Inspection date: 1 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

Children's laughter fills the air of this good-quality setting. They are eager to explore. Children are happy, self-confident and independent individuals who are keen to take on new challenges. They relish opportunities to care for the vast array of dolls and become enthralled while learning how to put nappies on them. They show good mathematical skills while measuring ingredients in preparation for baking biscuits. They discuss capacity and talk about the properties of two-dimensional shapes.

Children are proud of their local community and have a good understanding of the world. They excitedly recall a sightseeing trip on a tram and are fascinated by conkers which they have found on a nature walk. Children demonstrate good physical dexterity as they run, climb and balance on low-level apparatus.

Children enjoy dancing, singing and participating in yoga lessons. They access a wide range of books and enact roles of characters from their favourite stories. They operate cause-and-effect toys and show good perseverance while completing puzzles. They attempt to write their names and show good imagination as they travel to a 'magical land' far away.

The childminder has high expectations of children. She is a good role model and provides children with clear behavioural expectations. Children behave well and show genuine care towards one another. They develop secure friendships, feel safe and settle quickly. Children develop good skills in readiness for their move to school.

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

- Leadership across the setting is strong. The childminder's capacity to continually improve and drive forward change is good. Self-evaluation is sharply focused and includes the views of parents and children. Overall, the childminder's assistants receive the relevant support and coaching during supervision and appraisal sessions. However, the programme of professional development for them is not focused enough on raising their practice to the highest level.
- The qualified and dedicated childminder is an advocate for active learning. She attends a variety of training, which has a positive impact on outcomes for children. For example, a course around baby development has equipped her with a greater understanding of how to support their sensory development outdoors.
- The childminder uses her secure knowledge of child development to plan a curriculum that ignites children's interests and challenges their curiosity. She skilfully builds, extends and challenges what children already know, can do and

what they need to do next in their learning. Children have positive attitudes towards their learning and make good progress across all areas of learning.

- Children's physical development is supported well. The childminder has created her outdoor area as an oasis of physical challenge and adventure. Children relish opportunities to engage in sporting activities and talk about the importance of healthy living. They recall a visit to an orchard where they collected fruit to make juice.
- The childminder teaches children about the importance of different people, communities and traditions. She plans activities where children can learn about the make-up of different family units. Consequently, children confidently talk about how some families have two dads, one mum or a grandparent. These positive attitudes prepare children very well for life in modern Britain.
- Children's communication and language development is given high priority. The childminder is skilled at introducing new vocabulary and asks children challenging questions during their play. Children are competent communicators who use a wide range of vocabulary.
- Parents are kept informed of their children's developmental progress and links with the local authority are good. However, systems for sharing information with other settings children also attend, to fully support their learning, are not consistently in place.
- Children's personal, social and emotional development is given high regard. Care practices are good. The childminder spends time getting to know children during the settling-in period and supports their emotional well-being. Children behave well and show respect and tolerance towards others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the possible signs, symptoms and indicators of abuse and neglect. She tests the understanding of her assistants and keeps them updated with changes in legislation. The childminder is aware of wider safeguarding concerns and knows the referral procedure. She knows what to do if an allegation is made against herself or another adult in the household. She teaches children well about how to stay safe online.

What does the setting need to do to improve?

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

- strengthen the continuous professional development programme for assistants to help raise their practice further
- enhance partnership working with other settings children also attend to fully support their learning to the highest level.

Setting details

Unique reference number	EY391876
Local authority	Trafford
Inspection number	10059640
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 4
Total number of places	18
Number of children on roll	8
Date of previous inspection	29 April 2015

Information about this early years setting

The childminder registered in 2009. She lives in Sale, Manchester. The childminder works on an ad hoc basis with two assistants. She operates term time only from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The childminder discussed her curriculum, children's learning and how she plans for children's progress with the inspector.
- Discussions were held with children at appropriate times during the inspection. The inspector discussed with the childminder how she establishes effective partnerships with parents.
- The inspector observed the quality of teaching during activities and assessed how the childminder promotes children's learning. He discussed a joint evaluation of an activity with the childminder.
- The inspector looked at evidence of the suitability of the childminder and other adults living and working in the household.
- The childminder discussed her self-evaluation and how she promotes ongoing improvement in her setting.

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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