

# Childminder report

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|--------------------------|-----------------|
| <b>Inspection date</b>   | 19 June 2019    |
| Previous inspection date | 30 January 2015 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b><br>Previous inspection: | <b>Good</b><br>Good | <b>2</b><br>2 |
|---------------------------------------------------------------|-------------------------------------------------|---------------------|---------------|
| Effectiveness of leadership and management                    |                                                 | Good                | 2             |
| Quality of teaching, learning and assessment                  |                                                 | Good                | 2             |
| Personal development, behaviour and welfare                   |                                                 | Outstanding         | 1             |
| Outcomes for children                                         |                                                 | Good                | 2             |

## Summary of key findings for parents

### This provision is good

- The childminder is passionate and genuinely wants children to succeed. Children enjoy projects, such as gardening and creating art books. They have fun as they explore and develop their understanding of the world.
- Educational programmes are broad and interesting. The childminder organises many exciting outings to places, such as the science museum, music groups and nature trails. Children develop across all areas of learning and recall experiences enthusiastically.
- The childminder promotes mathematics particularly well. For example, she makes reference to time and numerals on clocks to answer children's questions. Children are inspired and attempt to solve problems themselves.
- The childminder encourages children to become independent. For example, children work together to prepare the table and wash, cut and serve strawberries for their snack. They are confident and capable individuals who enjoy responsibility.
- The childminder promotes equality and diversity well. Children meet and engage with people from different backgrounds on their outings. They display respect, understanding and tolerance of others and enjoy finding out about the wider world.
- The childminder establishes good partnerships. She shares learning reviews with other settings that children attend and supports parents to continue children's learning at home. Children benefit from consistency and make good progress as a result.
- Parents are highly complimentary. They comment on the childminder's 'warm, caring nature' and her 'friendly, professional approach'. Parents appreciate the 'helpful advice', and 'high standards of behaviour and cleanliness'. They say children 'thrive in her care'.
- While the childminder completes all mandatory training, she does not make the most of professional development opportunities to target areas that she identifies as needing improvement.
- The childminder encourages children to recognise letters and hear initial sounds. However, she does not fully promote literacy for those children who require more of a challenge as they approach school age.

## What the setting needs to do to improve further

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

- extend the professional development programme to focus on raising the quality of teaching even further
- strengthen ways to help individual children to learn phonics in order to further enhance the school readiness programme.

### Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the childminder and discussed quality of teaching, learning and assessment.
- The inspector looked at relevant documentation, including evidence of suitability of adults living on the premises, policies and procedures, risk assessments and children's records.
- The inspector had a tour of the premises, indoors and outdoors.
- The inspector spoke with a parent and took account of written feedback and questionnaires from other parents.

#### Inspector

Hannah Britton

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has robust policies and procedures in place to help to keep children safe. She is confident in how to manage concerns. The childminder has a good understanding of child protection issues. She keeps her knowledge current through her membership with professional childcare associations. The childminder evaluates her setting effectively. For example, she gauges opinions by asking families to complete questionnaires. The childminder makes continuous improvements to enhance experiences for children, such as adapting the environment to make it even safer and more accessible to children. She uses her childminding network to share good practice.

### Quality of teaching, learning and assessment is good

The childminder demonstrates strong teaching. She knows children well and understands how they learn. For example, the childminder introduces a game, 'hopscotch'. This helps children who enjoy physical activity to remember counting sequences and begin to recognise numerals. She is skilled at weaving children's interests and choices into learning experiences. For example, children select bricks to build towers. The childminder challenges children to build the tallest tower. She joins in but pretends she needs help. Children think about how they are balancing the bricks and explain to her what she needs to do to succeed like them. They are thrilled by the praise and keen to share their knowledge.

### Personal development, behaviour and welfare are outstanding

Children explore the highly stimulating indoor and outdoor environments. They help to shape their own day as they choose from the wide range of high-quality resources. Children are exceptionally well behaved. They take turns, show respect towards one another, listen well and cooperate. The childminder helps children to understand their emotions. Interactions between their peers and with the childminder are very positive. Children have formed secure attachments with the childminder. They are highly responsive and enjoy her company. Well-established routines help children to feel settled and safe. The childminder teaches children about how to manage risks. For example, children try to put their own seat belts on in the car as the childminder talks about how important it is and checks them herself. Children's personal and emotional development are exceptionally well supported. Their welfare is central to everything.

### Outcomes for children are good

Children make good, consistent progress. They work comfortably within the range of development that is typical for their age. Children are motivated to learn. For example, children eagerly join in with making bubbles. They move their whole bodies to make enormous bubbles with the wands and then attempt to catch them using nets. Children are delighted as they succeed in meeting their goals. They think of different ways to use equipment to make smaller bubbles and catch other things. Children are imaginative. They create scenarios and act out roles. For example, they construct a pretend bus and invite others into the game to be the bus driver. Children display good social skills. They communicate confidently and share during play and routines. Children develop the key skills they need for their next stages of learning and for starting school.

## Setting details

|                                    |                                                                                   |
|------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>     | EY407076                                                                          |
| <b>Local authority</b>             | Manchester                                                                        |
| <b>Inspection number</b>           | 10106388                                                                          |
| <b>Type of provision</b>           | Childminder                                                                       |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>               | Childminder                                                                       |
| <b>Age range of children</b>       | 1 - 4                                                                             |
| <b>Total number of places</b>      | 6                                                                                 |
| <b>Number of children on roll</b>  | 7                                                                                 |
| <b>Date of previous inspection</b> | 30 January 2015                                                                   |

The childminder registered in 2010 and lives in Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

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