

Childminder report

Inspection date: 6 February 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	Met
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What is it like to attend this early years setting?

The provision is good

The childminder plans exciting and challenging activities for children. She observes children continuously and knows them well. They benefit from games that are linked to their interests. For example, children show an interest in playing with toy food. This preference is recognised and children are provided with plenty of creative activities to explore and use their imagination. They enjoy pretending as they role play with imaginary pizza and toy fruit. Children develop their ideas and express themselves confidently as they play with curiosity and engagement. Children are eager to join in because learning is made enjoyable. The childminder is bilingual and uses her good knowledge of language to support children's communication skills. Children who speak English as an additional language hear words in English and in their home language to help to reinforce knowledge and understanding of new words.

The childminder is nurturing, kind and gentle in her interactions with children. She provides affectionate cuddles to babies when they become tired. Her warm and sensitive interactions help to promote children's emotional security. Children show they are happy and feel safe. They snuggle up for cuddles and quickly fall asleep, illustrating that they are relaxed, content and reassured by the positive relationships they share with the childminder. Children receive rewards for positive behaviour, cooperation and kindness. Animated praise and stickers help to reward children's good behaviour. Children learn right from wrong and begin to understand rules and expectations.

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

- The childminder takes time and invests effort into building positive, trusting relationships with parents. Detailed information is shared with parents daily. Good communication helps the childminder and parents to stay up to date regarding children's changing routines and needs. This contributes to children receiving complementary care between home and the setting.
- This is a democratic setting where children's views and opinions are valued and respected. For example, every Friday children of all ages collectively review the week and comment what they like and share their ideas for improvement. The childminder reflects on their comments and addresses their ideas. Children are valued; this contributes to their good sense of self-worth.
- Children plant and tend to flowers in the childminder's garden. They undertake small responsibilities as they nurture growing plants. Children develop empathy and respect for living things.
- Children are safe, healthy and secure in this setting. Hygiene procedures are well established and closely observed. Children wash their hands after nappy procedures, helping to minimise the risk of harm from germs.

- The childminder shows impressive dedication to her ongoing professional development. She completes a large quantity of online training and attends forum meetings delivered by the local authority. She tries out new knowledge in her setting and recognises that constant training improves both her skills and personal confidence.
- Children are offered lots of choice of things to do. The indoor playroom has plenty of easily accessible toys for children and they remain busy and occupied. However, there are fewer learning opportunities available outdoors, despite the childminder recognising that some children prefer to learn outside. In particular, there is a noticeable lack of print and opportunities for children to learn about words when playing outside.
- The childminder is a skilful teacher and her suggestions help to extend children's skills. For example, she role models counting to 10 and young children copy her. They learn to count in sequence and develop their knowledge of numbers. However, sometimes the childminder is too eager to move on to another activity and she interrupts children's concentration and sustained thinking.
- Babies and young children confidently practise their newly developed walking skills. They receive plenty of encouraging praise when they navigate their way around. The childminder skilfully steps back and allows children space to climb on and off low chairs, further extending their already good physical balance, strength and coordination.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a detailed safeguarding policy and this reflects the local authority guidance. The childminder has completed general safeguarding training and has further extended this to include training about safeguarding topics, such as radicalisation and extremism. She knows how to identify and respond if concerns about children's safety are identified. The childminder's home is safe and security is good. For example, she closely checks visitors' identities and ensures all doors are locked after use. Risks in the home are successfully identified and minimised.

What does the setting need to do to improve?

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

- strengthen opportunities for children to learn about print and words outdoors and fully support those children who prefer to learn outside
- make the most of opportunities for children to concentrate without interruption.

Setting details

Unique reference number	EY434960
Local authority	Manchester
Inspection number	10132544
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 13
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 July 2015

Information about this early years setting

The childminder registered in 2011 and lives in Manchester. She operates her service all year round, from 6.30am to 7pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Michelle Jacques

Inspection activities

- The inspector had a tour of all areas of the childminder's home and discussed how she organises and plans the curriculum. The inspector observed the safety measures in the home and the toys available.
- The inspector spoke with the childminder and children at various intervals throughout the inspection and considered their views and comments.
- The inspector observed the childminder's teaching and interactions during activities and considered the impact this has on children's learning.
- The views and comments from parents were taken into consideration by the inspector.
- The inspector viewed a range of documentation used by the childminder, including evidence of suitability checks and first-aid certification.

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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