

Childminder report

Inspection date: 16 July 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder has made some changes to her setting since the COVID-19 (coronavirus) pandemic. Children happily part from their parents at the gate. The childminder keeps the setting clean and promotes the use of hand sanitiser. Children are confident and move around the setting with ease. The environment is inviting and exciting for the children. They are able to access resources which are of interest to them. Children enjoy playing in the sand tray outdoors. They build sand castles and enjoy watching how the sand moves through sieves. Children have good concentration skills and persist with activities. They love to explore and show good focus. They have a great time experimenting with the slime in the water tray. The childminder encourages them to think and talk about the feel and texture.

The children have a good relationship with the childminder. She supports them well and is always close by to offer reassurance. The childminder encourages the children to try new things and have a go. The childminder gives the children plenty of time to think and problem solve. She is always there to offer guidance if the children need it. The children are confident speakers. They talk about their families and what they like to play with.

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

- The childminder has planned a curriculum which captures the children's interests. Children have great fun filling and emptying different containers with multi-coloured rice. However, at times, the childminder is too rigid in her teaching. Therefore, she does not always build on what the children already know and can do.
- Children are showing a real interest in mathematics. They enjoy building towers with large blocks and talking about how tall these are. However, the childminder does not always use these opportunities effectively to challenge and extend children's understanding of mathematical concepts further.
- Children are very well behaved. They show a good understanding of the setting rules and follow these. Children have exceptional manners and show a real respect for others. Children enjoy home cooked meals. They sit at the table to eat together and confidently use the correct utensils.
- The childminder keeps her professional development up to date. She has good links with the local authority and other local childminders. The childminder identifies areas for improvement within her setting and makes effective changes. For example, she has enhanced the outdoor area to enable children to get daily fresh air and be physically active. Children are, therefore, developing their small and large movements.
- The childminder supports the children's emotional well-being. The childminder

regularly asks the children how they are feeling. She is helping them to understand and identify their emotions. She asks the children what they want to do next, giving them choices. Children are confident and express themselves well.

- The children love to sing their favourite songs and nursery rhymes. They enjoy sharing books together and talking about the stories and pictures. The childminder supports the children to develop their speaking skills. She introduces them to new vocabulary, which they can use in their play.
- The children have lots of opportunities to visit the wider community. They take trips to different parks where they get to feed the ducks and meet new people in a safe way. As well, they go on outings to the sea life centre where they get to learn about sea creatures.
- The childminder supports children with special educational needs and/or disabilities. She understands how to access appropriate support. This ensures that children are making progress ready for their next stage in learning.
- The children have lots of experiences to share and take turns. The childminder supports the children to learn about similarities and differences. The children are beginning to understand what makes them unique. Children have opportunities to learn about different cultures and the events which are celebrated.
- The childminder has good relationships with parents. She gathers information from the parents and uses this to enhance children's learning. She has effective systems in place to support children's learning at home. Children are progressing well with their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her child protection responsibilities and how to keep children safe. She attends training and keeps up to date with new guidance. This helps her to understand the wider safeguarding issues and risks to children. She understands the signs that may indicate that children may be at risk of harm and what action to take in the event of any concerns. The childminder carries out daily checks of her environment. She includes the children in her risk assessments to ensure they are learning how to identify hazards and manage their own risks. She has procedures in place to keep children safe when they are on outings.

What does the setting need to do to improve?

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

- develop the curriculum to ensure that it is well sequenced to enhance children's skills and enable them to build on what they already know
- adapt the approach to teaching to support children's interest in mathematics and

deepen their learning and understanding.

Setting details

Unique reference number	EY559695
Local authority	Manchester
Inspection number	10190358
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the childminder.
- The childminder took part in a joint observation with the inspector.
- The inspector held discussions with the childminder and talked to the children.
- The inspector observed the children.
- The inspector reviewed feedback from the parents.

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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