

# Childminder report

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Inspection date: 30 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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## What is it like to attend this early years setting?

### The provision is good

Children are safe and secure in the friendly childminder's home. Due to the COVID-19 (coronavirus) pandemic, parents have not been able to enter the premises. However, children still show they are settled. The childminder focuses on helping them to be happy and develop a strong sense of belonging. For example, she provides children with individual backpacks which contain an assortment of their favourite things. Children find their backpacks on arrival, pop them on and wear them as they play imaginatively, often stopping to delve inside and discover an exciting prop to use. They find magic wands and imitate characters from much loved television shows.

Children are curious and creative learners. Boys use the sofa and large bean bags and pretend to be pirates 'walking the plank'. They imagine that they are superheroes as they ride on the large wooden rocking horse. They interact with others and use their prior experiences to make believe they are at a tea party, serving and eating 'cakes'. Girls invite others into their play which shows they are making strong and warm friendships.

Children's communication skills are superb. They speak with confidence and are extremely articulate. The childminder uses effective methods, such as 'Tools for talking' strategies. Even young children engage in discussions using linguistic skills beyond what is expected. The childminder has high expectations for all children. They behave very well and develop self-assurance and confidence. A culture of praise and encouragement is embedded. For example, children commend each other's achievements. They say 'good work' to each other when they achieve a task, such as rolling out pizza dough into a circular shape.

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

- Younger children count in sequence as the childminder reads a book to them. Older children measure ingredients using weighing scales and recognise the numerals on the dial. The childminder uses mathematical language as children play together. She introduces the words, 'equal, enough' and 'bigger'. However, although the childminder makes learning fun, the curriculum is not yet precisely sequenced to help all children to build on their prior knowledge. This means that during play and planned activities, she does not always have a clear focus on what individual children need to learn next, to help them to make the best progress possible.
- The childminder recognises that, due to COVID-19, she has not been able to attend any face-to-face training. Despite this, she has kept herself updated by undertaking her own reading and research. The childminder used to run a local playgroup, but due to lockdown restrictions this had to stop. However, to ensure

that children still have opportunities to meet with others, she attends the local park every day. This has helped her maintain some links with familiar people, such as local childminders and for children to maintain their wider friendships.

- Children enjoy a healthy diet. The childminder involves them in decision making as they choose what to have for lunch. Children follow good hygiene routines and are encouraged to wash their hands and brush their teeth. However, the childminder does not teach them the reasons why this is important, to build on their knowledge of healthy lifestyles. Nonetheless, the childminder does teach children about the effects that food and exercise has on their body. For example, children talk confidently about how food moves through the body and what happens once the food has been digested.
- The childminder reflects on her practice and uses this to make positive improvements. Since the last inspection, she has updated her paediatric first-aid training. A direct response to the national pandemic was that the childminder enhanced the learning environment. Children can now play in an outdoor classroom. This means they benefit from outdoor learning but also stay safe in the fresh air. Parents comment that the childminder puts children first and the changes she makes are greatly welcomed.
- The childminder provides a safe and welcoming space for older children to relax and have fun after school. She knows that a shared approach to support children's ongoing learning is needed but has struggled to develop effective working relationships with other settings that children also attend. Nonetheless, partnership with parents is very good. They feel lucky to have found the childminder and even bring children in during school holidays, as children miss her. Parents are fully updated and involved and methods to share information with them are strong.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the signs that may indicate a child is at risk of harm. She is aware of what to do if she is worried about a child in her care. The childminder recently completed online training which helped to refresh her knowledge. She understands some of the wider aspects that may compromise children's safety, such as being bullied online and how she can help to prevent this. The childminder ensures her home is safe and secure. This means children are able to play and explore in a safe environment. She teaches children about possible risks. For example, they know to hold on to the pushchair as they walk to the local park.

## What does the setting need to do to improve?

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

- review the curriculum so that it builds on what children know and can do even more precisely and secures the best possible progress for all children
- provide children with consistent messages regarding hygiene practices so that they learn why these routines are in place
- find further ways to develop relationships with other settings and create more consistency in supporting learning for all children.

## Setting details

<b>Unique reference number</b>	EY370236
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10112125
<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 at time of inspection</b>	2 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	28 May 2019

## Information about this early years setting

The childminder registered in 2008 and lives in Whalley Range, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Layla Davies

## 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 her evaluation of the provider.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- A joint observation was completed.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of household members.
- Parents' views were obtained.
- Children were spoken to and the childminder and inspector held ongoing discussions throughout the inspection.
- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.

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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