

# Childminder report

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Inspection date: 4 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## What is it like to attend this early years setting?

### The provision is good

The childminder provides a homely environment, where children feel safe and secure. Babies enjoy the childminder's nurturing approach. They focus on the childminder's face as she speaks softly to them and offers gentle cuddles. Babies are extremely contented and settled.

The childminder wants all children, including babies, to learn, grow and develop. The curriculum for new babies is working very well. Babies respond to the childminder's singing by making gurgling sounds. They are beginning to grasp their hands together as the childminder gently strokes their hand across the textured book. This also helps babies to explore using their senses.

Children benefit from consistent routines, which offer them security and continuity in their care. For example, babies are fed in line with their home routines. Parents appreciate the childminder's caring approach.

There is a real sense of harmony in the childminder's home. Children are happy and their learning is promoted well. The childminder provides stimulating resources that are relevant to children's interests. These resources ignite their curiosity and help them to develop a positive attitude to learning.

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

- The childminder has made significant improvements following a period of turbulence. She has addressed all previous weaknesses and demonstrates a commitment to sustain these improvements. For example, she now has records for each child she cares for, which includes their names and emergency contact details. The childminder has also embraced support from the local authority. These improvements promote children's safety and well-being.
- The childminder has worked hard to ensure that babies in her care get the best start in their early education. She has attended training that specifically addresses the care of babies. The childminder has used knowledge from this training to create an environment where babies thrive. For example, she provides lots of activities to help babies to strengthen their head control. This positively supports their physical development.
- All children, including babies, explore books, which help them to develop a love of reading from a very early age. The childminder adapts the stories she reads. For example, she sings stories to babies as she turns the pages. This not only captures babies' interests, but they also relish the close contact with the childminder. As a result, babies' personal development is supported and they develop a loving relationship with the childminder.
- Although the childminder is keen for all children to acquire knowledge and skills,

the curriculum is not consistently embedded. For example, the childminder is not always clear what children need to learn and in what order. As a result, they are not achieving and learning as much as they could. This is particularly evident for pre-school children. In addition, the childminder has not made links with teachers at local schools, to help better prepare children for their transition into school.

- Children have many opportunities to develop an awareness of effective hygiene practices. The childminder provides a clean home and teaches children the importance of good handwashing routines. She also washes babies' hands before nappy changing. This helps them to learn about personal care from a young age.
- The childminder makes sure that children benefit from opportunities that help them to develop their physical skills. They enjoy outings to the park, which enables them to be active and work their large muscles, for example, as they climb the apparatus. Babies also benefit from daily fresh air. Babies' physical skills are supported incredibly well. The childminder cradles babies in a position so they can move their heads and discover the awe and wonder of their hands. This physical contact helps babies to develop their core strength, in preparation for their future learning and exploring.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date through relevant training. As a result, she is confident in identifying and reporting any concerns that may suggest a child is at risk of harm.

The childminder is fully aware of online safety. She ensures the laptop that children use is password protected. As an additional precaution, she supervises children when they access the internet. The childminder also shares her mobile phone policy with parents and older years children. As a result, no mobile phones are allowed in the childminder's house. Overall, the childminder is vigilant about keeping children safe in her care.

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

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

- make sure the curriculum is embedded securely and consistently so that all children learn and achieve more
- make links with local schools to help further support children's transitions and learning.

## Setting details

<b>Unique reference number</b>	EY464442
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10134026
<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>	0 to 14
<b>Total number of places</b>	5
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	6 December 2019

## Information about this early years setting

The childminder registered in 2013 and lives in Beswick Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants.

## Information about this inspection

### Inspector

Tricia Graham

### Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector evaluated an activity with the childminder.
- The inspector discussed the childminder's self-evaluation.
- The inspector considered how the childminder works in partnership with parents and others.
- The inspector reviewed documents, including first-aid certificates, attendance records and children's contracts.

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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