

Childminder report

Inspection date: 21 April 2022

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

The provision is good

Children adapt well to changes in routines, due to the COVID-19 pandemic. They wave their parents off at the front door and sing songs as they enter this vibrant setting. Children are resilient and confident individuals. They are keen to take on new challenges, such as learning how to complete puzzles. Children are happy, safe and form close bonds with the childminder and her assistants. Children's laughter fills the air while they read their favourite stories. They enact roles of teachers and become fascinated while learning about different farm animals.

Children show positive attitudes towards their learning and behave well. They cuddle one another and show genuine care if one of their friends becomes upset. Children show good levels of independence and take pride in their achievements. They are keen to show the inspector construction models that they create. Children help to set the table for lunchtime, pour their own drinks and remind one another about the importance of washing their hands before eating.

Young children enjoy playing with musical instruments and giggle while exploring sand. Older children discuss the properties of two-dimensional shapes and talk about a recent visit to the park. Children develop the necessary skills in readiness for their move on to school.

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

- The childminder leads her setting with passion and determination. She wants all children to flourish in a home-from-home environment. Self-evaluation is accurate and the childminder's capacity to bring about change is good.
- Children's communication and language development is very well promoted. The childminder attends training that supports her in extending children's speaking skills. She skilfully uses this training to ask children challenging questions and listens to them with interest. Children use a wide range of vocabulary and are confident communicators.
- The childminder teaches children about mutual respect, acceptance and tolerance. She explains to children that it is okay to be different and teaches them to be proud of who they are. Children talk about what makes them unique, such as eye, hair and skin colour. Children have a good understanding of the community they belong to and are well prepared for life in modern Britain.
- Overall, the childminder and her assistants have a good understanding of child development. They provide children with a curriculum that builds on what they already know and can do. Children show high levels of resilience as they master new skills, such as operating electronic toys. However, the curriculum for physical development is not as well planned as the other areas of learning. This means that there are fewer opportunities for children to access the outdoors, in

order to further develop their large-muscle skills.

- Overall, partnership working is good. Links with the local authority and the other settings children also attend are strong. The childminder attends local childcare network meetings and shares best practice. Parents receive information about their children's care needs. However, the childminder does not always share information with parents to fully support their children's learning at home.
- Care practices are good. The childminder teaches children about the importance of oral hygiene and about keeping healthy. Children talk about what foods are good for you and why it is important not to eat too many sugary foods.
- The childminder and assistants support a love of reading. They sit with children and look at various books. Children treasure these moments and become enthralled while enacting roles of characters. They snuggle into the assistant and explain that they 'love her reading stories'.
- The childminder teaches children very well about mathematics. Children confidently count, solve problems and talk about different shapes. The childminder introduces children to quantity, capacity and measurement. Children talk about the different height of their friends and skilfully count building blocks.
- The childminder has effective systems in place for supervisions and appraisals for her assistants. She talks to them about changes in policy and legislation. However, the childminder does not focus on raising their practice to a higher level, through an effective programme of professional development.

Safeguarding

The arrangements for safeguarding are effective.

Robust procedures are in place to ensure that all adults living and working in the premises are suitable to have contact with children. Ratios are complied with and children are supervised with vigilance. The childminder ensures that she keeps up to date with changes in child protection and passes this information on to her assistants. She is aware of the referral procedure and understands the steps to take if an allegation is made against herself, household member or her assistants. The childminder teaches children about e-safety and has a secure understanding of safeguarding issues. She knows what to look out for if she believes a child is subject to radicalisation or female genital mutilation.

What does the setting need to do to improve?

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

- refine the curriculum for physical development, in order to fully promote children's large-muscle development
- strengthen parental partnerships, in order to support children's learning at home
- strengthen the programme of professional development for assistants, in order to raise their practice to a higher level.

Setting details

Unique reference number	EY365941
Local authority	Manchester
Inspection number	10214695
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	2 to 7
Total number of places	6
Number of children on roll	8
Date of previous inspection	28 February 2017

Information about this early years setting

The childminder registered in 2008 and lives in Rusholme, Manchester. She works with two assistants all year round from 7am to 8pm, Monday to Friday, except for family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Luke Heaney

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in his evaluation.
- The childminder and the inspector completed a tour of the premises and a learning walk, to determine the childminder's aims and rationale for the curriculum.
- An observation of an activity was carried out, and the inspector and childminder discussed this afterwards.
- The inspector observed the interactions between the childminder, assistants and children throughout the inspection and evaluated the impact this had on children's learning.
- The inspector held discussions with the childminder, assistants and children. Written comments from parents were considered by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder and her assistants.

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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