

# Childminder report

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Inspection date: 6 June 2022

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

### The provision is good

Children are happy and content in the care of the childminder. They have formed secure relationships with her, speaking to her with confidence and receiving endless praise and encouragement. The childminder works hard to promote positive self-esteem and resilience. She encourages children to keep trying and to look for solutions when things go wrong. For example, when a toy fishing rod breaks, the childminder offers alternative resources for children to make their own rods for pretend fishing.

Children enjoy spending as much time as possible in the well-resourced garden. The childminder uses her knowledge of what children can do, along with their interests, to create exciting activities for them outside. For instance, children explore plastic trays filled with sand and sawdust while discussing where the minibeasts should live.

The childminder helps children to develop a good understanding of living a health lifestyle and taking care of themselves. She encourages children to participate in growing fruit and vegetables, which they eventually prepare and eat for snacks. Children independently butter their own toast and pour their drinks for mealtimes, while they discuss the importance of a balanced diet with the childminder. Children have a clearly embedded knowledge of personal care routines as they wash their hands and brush their teeth following meals. Younger children learn about the importance of looking after your teeth while playing with giant toy teeth and brushes.

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

- The childminder uses children's interests to build on what they already know. For example, children explore shells in the sand and hold them to their ears to hear the sea. The childminder introduces new words, such as 'ocean' and 'waves', which supports children's language development.
- The childminder uses her assessment of children's learning to show children have reached expected targets of development. She can identify any gaps in learning swiftly and uses these observations to support learning. For example, younger children benefit from having regular routines to help them understand what happens in their day.
- Children have access to a vast range of resources that the childminder makes available to them daily. They are able to choose freely from what is on offer both indoors and outdoors. The childminder plans some activities that support specific learning, for example threading to support children's small-muscle skills and coordination. However, the childminder has not considered how having too many resources available in the indoor environment can hinder children's

concentration and engagement levels.

- Older children confidently communicate with the childminder, each other and visitors. They talk about what they are doing, what they know, and share stories of what happened recently at the setting. The childminder supports language and communication well, asking open questions and encouraging the sharing of stories. Younger children are supported equally well through non-verbal communication, gestures and repetitive words and phrases.
- The childminder participates in weekly training sessions and research to support her practice. She ensures she is up to date with all mandatory training, such as safeguarding. The childminder reflects on her provision and shows the capacity to improve it even further.
- The childminder shares information with parents and carers about what their children have learned and what activities they have been involved in. She completes required assessments and shares these as appropriate. Information from parents in regards to children's home learning is not gathered effectively by the childminder and utilised to its full potential.
- Children behave well. They understand the rules of the childminder's home and the importance of being respectful. Children are thoughtful towards their peers and are taught how to be kind. Younger children are beginning to understand the importance of sharing and taking turns, while older children are learning about their feelings and emotions.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She is clear on the procedures to follow should she have any concerns about a child in her care. The childminder attends regular training sessions to keep her knowledge up to date. She is aware of the signs and symptoms of abuse, neglect and more complex issues, such as extremism and exploitation. The childminder completes regular risk assessments of her environment and for when she is taking the children on outings. She is qualified in paediatric first aid, which means she is aware of her responsibilities and is able to respond appropriately to any accidents or illnesses that children may have.

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

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

- plan the indoor environment more effectively so that children can remain focused and engaged in their learning
- strengthen parent partnerships to encourage parents to be more involved in their children's learning and development to support children's progress.

## Setting details

<b>Unique reference number</b>	EY103791
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10231718
<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>	1 to 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	2 September 2016

## Information about this early years setting

The childminder registered in 2002 and lives in the Woodhouse Park area of Greater Manchester. She operates all year round from 9am to 3pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 2. She provides funded early education for three-year-old children.

## Information about this inspection

**Inspector**  
Shelley O'Brien

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 childminder and the inspector carried out a learning walk and joint observation together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documents on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke with children and the childminder during the inspection.

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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