

Childminder report

Inspection date: 13 July 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 are very happy and have lots of fun attending this friendly and welcoming setting. They laugh with excitement as they listen and join in with stories and play collaboratively with their friends. Children have a positive can-do attitude and persevere. They concentrate when carrying out activities and take pride in their achievements when they complete a task. For example, they listen carefully to the childminder as she explains how to safely hold a knife. Children successfully cut their own strawberries and their efforts are celebrated by the attentive childminder. Children have a very positive attitude to learning. They continuously demonstrate that they feel safe and secure as they explore the array of learning opportunities provided.

Children behave well for their age. Developing skills in sharing, turn taking and gaining confidence around others has been a focus following the COVID-19 pandemic. The childminder is a positive role model and has high expectations for children's behaviour. She is quick to remind children of her expectations when they forget. For example, when children cough, the childminder gently reminds them that they must put their hand up in front of their mouth so they do not spread germs. There are clear rules, boundaries and routines in place. Children respond promptly to instruction, such as when asked to tidy up their toys before moving on to the next activity.

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

- Children make good progress and are ready for the next stage in their learning. The childminder plans exciting and engaging activities that reflect children's individual interests and what they need to learn next. For example, children enjoy being creative as they decorate ice-cream templates using paint, glue and sequins. They eagerly participate in matching games where they try to find two ice creams that are the same. However, planning for children's activities outside is not currently given the same consideration as for those indoors. This means that opportunities to extend learning for those who prefer to learn outside may be missed.
- Children's independence, and the nurturing of this, is a particular focus of the childminder's provision. Following the pandemic, the childminder recognised that children needed to develop their independence skills further. Through her sensitive teaching and the experiences she provides, children show perseverance as they complete tasks independently. For example, they pour their own drinks and manage their self-care needs, such as wiping their nose and washing their hands. They make choices in their play and are confident to ask for help when they need it.
- The childminder promotes children's speech and language well, engaging

children in frequent conversations. Children speak clearly and have a broad range of vocabulary. They sing songs and repeat familiar refrains as they join in with actions. Children have numerous opportunities to listen to stories with the childminder. They talk about what they see and what they think might happen next. Children are introduced to basic letter sounds and enjoy making marks with a variety of tools, which helps support their early literacy skills.

- Children who speak English as an additional language are supported well. The childminder draws on her skills and experience to implement a range of strategies to aid children's understanding. For example, she gathers key words from parents and uses dual language books. The childminder uses objects to further aid children's understanding and comprehension of the English language. She is sensitive in her interactions, patiently explaining and using repetition to strengthen children's understanding and confidence to communicate.
- The childminder is very reflective of her work. She engages in regular professional dialogues with her co-childminder to ensure that children have positive experiences and that they continue to make good progress. She is dedicated to developing her practice and knowledge further and completes plentiful training opportunities that cover many aspects of early years, policy and procedure. However, these training opportunities are not always precisely focused to enable her to develop her teaching skills further and extend children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect children from harm. She has completed child protection training and knows how to report any concerns that she may have about a child in her care. She accurately identifies the possible signs and symptoms of abuse and confidently describes the action she would take to ensure children's safety and well-being. The childminder is very vigilant. She continually observes children as they play and checks that the environment is safe and secure. The childminder implements stringent policies and procedures to ensure the smooth running of her provision. She maintains meticulous documentation, such as accident records and daily registers.

What does the setting need to do to improve?

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

- develop skills and knowledge in planning purposefully for outdoor learning
- identify precise training and development opportunities, to help strengthen teaching practice and knowledge even further.

Setting details

Unique reference number	EY480050
Local authority	Bury
Inspection number	10231902
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 10
Total number of places	6
Number of children on roll	18
Date of previous inspection	7 September 2016

Information about this early years setting

The childminder registered in 2014 and works in the home of another registered childminder who lives in the Prestwich area of Bury, Greater Manchester. The childminder operates from 7.30am to 5.30pm on weekdays all year round, excluding personal holidays and bank holidays. She has a childcare qualification at level 3 and occasionally works with a part-time unqualified assistant, as well as a co-childminder.

Information about this inspection

Inspector

Karen Cox

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 her evaluation of the provider.
- Discussions were held with the childminder and children at appropriate times throughout the inspection.
- A learning walk was completed with the childminder to discuss the curriculum intent and how the provision is organised.
- The childminder and inspector completed a joint evaluation of an activity.
- The inspector reviewed a variety of documents, including evidence of the suitability of those living in the household, qualifications, first-aid certificates and policies and procedures.
- The inspector observed interactions between the childminder and children during activities and assessed the impact of teaching 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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