

Childminder report

Inspection date: 19 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children's relationships with the childminder are exceptional. They arrive chattering confidently and greet the childminder with enthusiasm. Children form strong and respectful relationships with the childminder, who is an excellent role model, and they demonstrate the very special bond between them. Interactions between the childminder and children are of consistently high quality. The childminder's planning of activities is meticulous and accounts for individual children's interests. Children eagerly participate in a stimulating obstacle course which is specifically designed to challenge their individual physical development and is skilfully differentiated to meet each child's needs.

Children's behaviour is impeccable. They are extremely kind and considerate. Awareness of others' emotions is exemplary. Children share and cooperate with ease, follow instructions competently and are highly motivated to learn. As they play in the sand, children are introduced to new vocabulary, such as 'damp' and 'gritty'. Children investigate dry and damp sand with a sieve. They touch, smell and listen to the sand as it goes through the sieve, which fosters their curiosity.

Children are exceptionally resilient when they encounter difficulties filling a large bucket to make a perfect sandcastle. They work tirelessly to solve the problem of sand not being compact in the bucket and receive excellent support from the childminder. The final sandcastle results in a 'wow' moment for children. To achieve their aim, the children consistently demonstrate high levels of concentration and motivation. Children are deeply engaged when playing instruments. The childminder supports their efforts extremely effectively by making suggestions of alternative songs, therefore altering the tempo and the volume. She makes excellent use of songs to extend children's learning.

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

- The childminder is passionate about providing children with the highest-quality experiences. She is a committed, reflective and inspirational professional who regularly evaluates her provision and incorporates the children's and their parents' views. She is consistently identifying ways to enhance the already excellent provision she provides.
- The childminder has a comprehensive understanding of how young children learn and develop. She competently adapts her teaching to support children, which consolidates their skills and provides challenge. Children make substantial progress due to this approach.
- Stories are listened to very attentively. Communication and language are a high priority. Children respond when their understanding is expertly checked through thoughtful questioning. This extends and develops their answers. The reading

material on offer is rich and varied to inspire early reading.

- The childminder is adept at promoting children's independence skills. Children recycle, cut their own fruit and help themselves to a drink. They are supported effectively to learn the importance of good hygiene practices and some of the ways to lead a healthy lifestyle. The childminder is ever increasing the children's sense of responsibility.
- Aspirations for children are very high. Children learn about the diverse community they live in. The childminder organises exciting activities, such as food tasting, dressing up and reading texts, when celebrating Eid, Diwali and other festivals. The children's understanding of equality and diversity is greatly extended.
- The childminder recognises the impact of the COVID-19 pandemic and organises numerous outings. A museum trip provides opportunities to focus on new vocabulary and widen experiences. The childminder embeds the new vocabulary during further activities, such as drawing and talking about photos. The photos are readily accessed by the children and superbly used. Children describe the artefacts and objects in the photos with clarity. They remember the events extensively and emphasise words to make the meaning clear. Children demonstrate their proficiency when communicating with others.
- Parents are exceptionally happy and complimentary. They think the environment is wonderful and promotes so much learning. Parents say that their children's imagination is brilliant and their communication skills have progressed prolifically. The childminder shares information daily and parents commend this transparent approach. Parents also welcome ideas on how to continue children's learning at home, including preparing children for their move on to school.
- The childminder provides exemplary support and has a secure knowledge and understanding of children with special educational needs and/or disabilities (SEND). She diligently liaises with parents and professionals to provide a specific diet, choices of activity and personalised exercise. Children with SEND access the curriculum, learn and make excellent progress.
- The childminder is committed to developing more skills. Her own personal development is a high priority. She makes use of her own learning to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

A high regard is placed on children's safety and well-being. The childminder has an excellent understanding of child protection procedures and is alert to possible signs and symptoms of abuse. She ensures that her safeguarding procedures are in line with the local authority guidance. The childminder is extremely clear on who to report concerns to about the welfare of children and that she must do this without delay. She is very attentive in providing a safe environment and taking account of risks. The childminder carries out regular checks of her environment and removes or minimises any hazards.

Setting details

Unique reference number	EY427219
Local authority	Manchester
Inspection number	10129105
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 4
Total number of places	5
Number of children on roll	3
Date of previous inspection	17 July 2015

Information about this early years setting

The childminder registered in April 2011 and lives in Blackley, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Day

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 their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed the childminder's intentions for learning and development.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector talked to children 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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