

# Childminder report

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Inspection date: 12 October 2022

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<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 at this setting are happy, safe and settled. They demonstrate close bonds with the childminder, often taking her hand and leading her to their play. Children are welcoming and confident. For example, they invite visitors to join in their games and activities. Children show positive attitudes to learning. They engage in activities with real-life objects and recite words from a familiar story as the childminder reads with intonation.

Children confidently explore their environments. They show excitement as they enter the garden and investigate what is on offer. Children delight as they find a snail mixed in with the leaves they recently collected from their walk. The childminder uses this as an opportunity to extend their learning further as they discuss how the snail feels to touch. Many of the children's experiences are offered through their local community. For example, the children visit the library, donate their used resources to the local charity shop and attend groups in the community centre. This helps children to build confidence in social situations.

Provision for children with special educational needs and/or disabilities is strong. The childminder works with other professionals and families to give children the best possible opportunities.

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

- Communication and language is of high importance to the childminder. She regularly monitors children's progress in this area to identify any gaps in learning. Children access a wide range of books and display a love of singing. Opportunities such as these help children to become confident communicators.
- The curriculum is built on children's interests and experiences. For example, children who are interested in animals engage well in an animal-matching board game. The childminder extends this further by talking about an experience when children visited the farm. This supports children to develop an understanding of the world around them.
- Overall, the childminder promotes mathematical skills well. For example, children count the fruits in the basket as they engage in a story. However, opportunities for children to develop knowledge around shape and size are less well planned.
- Children demonstrate good physical skills. They are confident to walk down the steps to the childminder's garden. The childminder supports their skills further by providing daily yoga and regular trips to the local parks. In addition, children develop their physical skills through opportunities such as fastening their zip and pouring their own drink. Opportunities such as these contribute to children developing their confidence.
- Parents comment they are happy and speak highly of the childminder. They say

their children settle quickly in the childminder's care. They comment they feel 'reassured' and are supported to help their children achieve their developmental milestones. This contributes to children making good progress.

- Overall, children behave well. They help each other with small tasks such as setting the table for lunch. They demonstrate good listening skills and follow instruction well. Furthermore, children show a good understanding of the daily routine and know what is coming next. The childminder offers praise and encouragement when children achieve their goals. This supports children to feel valued and respected.
- The dedicated childminder values the importance of continuous professional development. She attends quality forum meetings and training on a regular basis. Additionally, the childminder uses self-evaluation to reflect on and make changes to her practice. She uses this information to support her curriculum planning, to ensure that children make good progress.
- Children are encouraged to look after their bodies. For example, they brush their teeth and wash their hands after they have handled animals. Furthermore, the childminder provides opportunities for children to solve problems. For example, children are encouraged to keep on trying when they do not match the buttons on their coat. This supports children's independence and self-care skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She is alert to the signs and symptoms of abuse and knows the procedures to follow should she have concerns about a child's welfare. The childminder is also aware of how to respond to allegations. The childminder holds a paediatric first-aid qualification. This provides her with the knowledge and skills required to respond should a child have an accident. The childminder's home is safe and secure. She maintains its safety through regular risk assessments and keeping equipment in good order.

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

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

- enhance opportunities for children to develop their mathematical skills, particularly about shape and size.

## Setting details

<b>Unique reference number</b>	EY478411
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10236377
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	15 December 2016

## Information about this early years setting

The childminder was registered in 2014 and lives in Burnage, Manchester. She operates all year round, from 7.45am to 5.00pm, Tuesday, Wednesday and Thursday, except for bank holidays and family holidays. She offers funded early education for two-, three- and four-year-old children. The childminder holds a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

Jade Patten

### Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children.
- The inspector and childminder completed a learning walk together to discuss the childminder's intentions for 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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