

# Childminder report

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Inspection date: 18 October 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 very happy and settled with this childminder. She is patient and attentive to children's needs and interests. She provides a warm and welcoming environment, which children are familiar with and feel safe in. Children meet with their friends and talk together, deciding what they want to do first. They take turns as they pretend to make sandwiches for each other. Older children help younger children find the right ingredients to do this. The childminder supports children's communication skills as she enthusiastically uses language to keep their interest. Children explore activities curiously as they use small-hand tools in the sand. This helps young children to develop hand-eye coordination and early writing skills.

The childminder has high expectations of children's behaviour. She encourages children to use their manners and take turns in conversation. The childminder gives younger children time to think, understand and respond. The childminder ensures that she praises children for helping each other. The childminder has a good understanding of the curriculum she offers. She plans to build on what children already know. However, at times, this could be more focused, to help children learn more through all activities. Despite this, children make good progress and are ready for the next stage in their learning, including school.

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

- The childminder consistently encourages children to develop their speaking and listening skills. She asks questions throughout their play and listens to their responses. As children scoop sand and rice into containers, children use words like 'full', 'cone-shaped' and 'sprinkle'. This helps children to learn more words and to develop their understanding, as the childminder explains what these words mean.
- The childminder has a good understanding of each child's development level and plans learning opportunities to promote each child's next steps. For example, as older children learn weighing and measuring, younger children learn mark making. However, at times, the childminder does not extend learning beyond what she has planned. This does not always help children to learn more.
- Children benefit from daily trips out into the local community, parks and play centres. Children develop their physical skills while they access large climbing equipment. They meet with other children and families in the community. This helps to develop their social skills, as they interact with people they might not meet otherwise.
- Children's behaviour is very good, and they have positive relationships with the childminder and each other. The childminder supports children to manage and understand their own feelings and emotions. They seek comfort from the childminder when they need to. This helps children to feel safe and secure and

to develop a sense of belonging.

- The childminder supports children to develop some independence and self-care skills. They access the bathroom independently, wash their hands, and they know when they need a drink and snack. However, at times, the childminder is too quick to do things for the children that they can learn to do themselves. For example, she wipes children's faces for them and serves out their snack. This does not support children to develop their self-care skills even further and become more independent.
- The childminder networks with other childminders to share good practice and ideas. She keeps up to date with her training, and she researches activities and resources regularly to enhance the activities offered to children. This helps the childminder to develop her own practice.
- Parents are happy with the care the childminder provides for their children. They report that their children are happy and enjoy their time here. Parents say the childminder informs them regularly of their child's progress. This means parents can continue to support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of what would make her concerned about a child. She knows the signs and symptoms to look for, including radicalisation and domestic abuse. She knows who to report to, including if she is concerned about another adult working with children. The setting is secure, clean and well maintained throughout. The childminder is trained in first aid and is confident to deal with medical emergencies.

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

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

- plan activities even more effectively to extend on what children can learn next
- support children to develop self-care skills even further and become highly independent in tasks.

## Setting details

<b>Unique reference number</b>	501962
<b>Local authority</b>	Bury
<b>Inspection number</b>	10234555
<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>	0 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

The childminder registered in 1999 and lives in Radcliffe, Manchester. She operates from 7.30am to 5.30pm, on weekdays, all year round, excluding bank holidays and family holidays. The childminder has a relevant qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jasmin Sanders

### 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.
- The inspector and childminder undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector took into account parents' experiences of care, education and involvement at the setting.
- The childminder and inspector completed a joint observation and evaluated practice to assess the quality of teaching and learning.
- The childminder and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with the childminder, to evaluate the impact of the curriculum on outcomes for children.

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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