

Childminder report

Inspection date: 26 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder builds warm, trusting relationships with children. She finds out about their interests and home-care routines to help ensure that activities and routines are familiar to them. Children settle well and are happy and motivated to learn. The childminder is kind and gentle in her approach and enthusiastically engages children in their play. Children show that they feel emotionally secure and safe in their surroundings.

Children respond very well to the childminder's gentle reminders of her expectations, such as being kind, taking turns and sharing. As a result, children behave well and show good social skills. Children receive plenty of praise and encouragement when they help with tasks, such as tidying the toys away. This promotes their self-esteem and emotional well-being.

Children show very good attitudes to their learning. In the main, they explore resources confidently and practise their skills. For example, when playing with dough, children concentrate and remain focused as they attempt to cut dough with scissors. Younger children explore cups and stacker toys, carefully placing smaller ones inside the bigger ones. The childminder observes and assesses children's progress effectively. She plans appropriate next steps that help children to develop and make good progress from their starting points.

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

- The childminder sequences children's learning well. She plans a broad and balanced curriculum that focuses on children's interests and their care and development needs. The childminder completes progress checks for children aged two years, and identifies what children need to learn next.
- The childminder provides a language-rich environment. She understands the importance of quality conversations with the children and models language well. For example, children repeat terms such as 'roll it, roll it' when playing with dough. They enthusiastically name food items like yogurt saying 'yum, yum, yum' and 'it's in my tummy'. Children's communication and language are good.
- Children access a wide range of books. These include 'touch and feel' picture books for babies and favourite storybooks for older children. The childminder models a love of reading and enthusiastically shares books with children. This encourages children to practise their listening skills in readiness for their next stage in learning.
- The childminder helps children to gain effective early mathematical skills. She provides a wide variety of opportunities for children to learn about size, shape and number. Mathematical language is used through all activities and children are developing a good understanding of numbers.

- The childminder uses daily routines to organise her day. These are used as good opportunities for children to develop their independence and self-care skills. For instance, children are reminded to cover their mouths when they cough and encouraged to wipe their own noses using tissues. Children enjoy weekly outings to local playgroups, where they have opportunities to interact with other children. This helps to develop their social skills.
- Children have positive attitudes to learning and enjoy using their imagination. They creatively pretend to make dinner in the play kitchen, as they put pizza in the oven and stir their cup of tea. Children show great concentration as they become immersed in their play. However, on occasion, the childminder interrupts and directs children's play too quickly. This means that children are not always given enough time to consistently test out ideas and develop their problem-solving skills.
- The childminder has a good understanding of children's cultural backgrounds and the languages they speak at home. For example, she talks to children in English and gathers key words from parents in children's home languages. This helps children understand and celebrate what makes them unique as they learn words from languages they speak at home, such as 'babcia'.
- The passionate childminder continually reflects on ways that she can improve her provision and further develop her knowledge. She seeks out new training to make positive changes that benefit children. For example, recent training has improved her knowledge of how to effectively support children's language and communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound understanding of her responsibility to protect children from harm. She has good understanding of potential indicators of concern related to a child's welfare. She understands the procedures to follow and who to notify to deal with her concerns. The childminder keeps her safeguarding knowledge up to date. She knows the correct procedure to follow if an allegation was to be made against her or a member of her family. The childminder uses risk assessments effectively to keep children safe in her home and when on outings.

What does the setting need to do to improve?

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

- enable children to have more time to freely explore resources, test out their ideas and solve problems for themselves.

Setting details

Unique reference number	EY257277
Local authority	Trafford
Inspection number	10234708
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	0 to 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	25 November 2016

Information about this early years setting

The childminder was registered in 2003 and lives in the Sale area of Cheshire. She operates all year round, from 8am to 5.30pm, Monday to Friday, except bank holidays and family holidays.

Information about this inspection

Inspector
 Rachelle Pole

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 childminder.
- The childminder and the inspector completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.
- A joint evaluation of a teaching activity was carried out by the childminder and the inspector.
- The inspector took account of the written views of parents, provided by the childminder, and spoke to children at appropriate times during the inspection.
- The inspector observed the quality of teaching, to assess the impact this has on children's learning.
- The inspector spoke to the childminder and looked at relevant documentation and evidence of suitability.

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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