

Childminder report

Inspection date:

9 November 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	Met
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What is it like to attend this early years setting?

The provision is good

Children are independent with their self-care and the childminder encourages this. For example, children put on their own coats, hats and learn to wipe their own noses. Children build independence to prepare for the next stage of their education. While with the childminder, children express what they would like to do and are supported to do so. The childminder works with the children on their next steps through their play and this is regularly reviewed. This supported children's learning to progress at a rapid pace.

Children feel safe and secure with the childminder. They have clear boundaries, and they stick to them. To support children's learning further, the childminder observes children at play. She models good use of language, such as reiterating that an object is a bottle, and not a 'bot-bot'. Children enjoy spending time indoors. They also access the field opposite the childminder's house on a regular basis. They go on an autumn walk and collect leaves to paint. Children attend childminder groups and they also visit places such as the library. This helps children build confidence in new social situations.

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

- The childminder regularly assesses children's abilities. For example, the childminder has a list of what children can do, and next steps for each child. This shows that she is supporting children to move their learning forward.
- The childminder is careful about the activities planned. Opportunities are offered to children based on their abilities, which allows for clear learning experiences. For example, when learning about colours this is weaved throughout the experience. The childminder asks the children to put their coats on the red hook. Children are asked what colour chair they would like to sit on. Opportunities are maximised by effective planning.
- The childminder reviews her own practice, as well as the children's abilities. For example, the childminder reviews non-statutory documents monthly. She self-evaluates and provides opportunities for children to build on learning. She also revisits previous learning opportunities to reinforce them. This means that children continue to have a firm basis for new learning.
- The childminder shows care and concern for children's personal development. She encourages and reassures children. For example, children are encouraged not to worry, when paint accidentally gets on the table. This helps build children's self-esteem and confidence.
- Behaviour at the home is good. The childminder has a clear behaviour management approach in place. For example, she sets out clear expectations, and children understand the boundaries. The childminder is reflective and changes her approaches based on the children's needs and or age.

- The childminder models good use of language and reinforces these. For example, the childminder demonstrates the correct use of language to children. She also extends sentences to expose children to more language, and helps them engage in conversation. This provides children with a strong basis for building their language skills and knowledge.
- The childminder understands the importance of promoting independence in children's self-care. However, the childminder does not promote children's independent access to the varied toys and resources she supplies. These are not displayed in a way that children can independently access them. For example, the childminder has to locate and hand resources requested by children to them. This means younger or less vocal children do not access resources independently.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows and is aware of the different types of abuse. She has attended safeguarding training and has an up-to-date first-aid certificate. She understands her duty to inform relevant bodies about any safeguarding concerns she may identify. The childminder has access to the contact details to complete this when needed. She also keeps an effective log of when children arrive and leave, as well as when fire drills are carried out. First-aid forms are kept for monitoring accidents. The childminder is able to revisit these and understands how to make links between patterns of accidents and signs of abuse.

What does the setting need to do to improve?

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

- continue to be reflective in practice in relation to the physical environment, and continue building independence in children.

Setting details

Unique reference number	EY395730
Local authority	Manchester
Inspection number	10235328
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	30 January 2017

Information about this early years setting

The childminder registered in 2009 and lives in the Newton Heath area of Manchester. The childminder operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for family holidays and bank holidays.

Information about this inspection

Inspector

Sarah Shearman

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

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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