

Childminder report

Inspection date: 4 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy in the care of the kind and nurturing childminder. They consistently demonstrate that they feel safe and secure in her presence. Children smile and engage with the childminder as they participate in activities. They have positive attitudes to learning and are developing their confidence levels as they try new things. Children behave extremely well because the childminder has high expectations of all children. Children clearly understand what is expected of them. They follow the rules and are learning right from wrong. Children use their manners and show kindness and respect for one another.

The childminder uses children's interests to engage them in their learning. For example, children who love music use instruments to create their own tunes. They develop their coordination and strength as they happily dance and move creatively to their songs. The childminder provides a wide range of opportunities that enhance and complement children's experiences. She is aware that due to the COVID-19 pandemic, some children need to extend their communication skills further. As a result, the childminder provides opportunities for them to play and socialise with other children at local playgroups. This helps children to become confident communicators in a range of social situations.

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

- The childminder assesses children's development well. She plans her curriculum to help children build on what they already know and can do. This helps to prepare children for their eventual move to school.
- The childminder forms part of a childminder network. She uses this as an opportunity to extend her knowledge and share good practice. However, her professional development and training opportunities are not yet targeted precisely enough to further raise the quality of teaching to a higher level.
- The childminder supports children to develop their communication skills. She talks to the children about what they are doing as they play. The childminder uses pictures cards and books to extend children's vocabulary. This is especially helpful for children who speak English as an additional language. The childminder uses children's home language first and repeats the word in English. This helps children to develop their language skills.
- Children explore the environment and happily play together. However, at times, the childminder does not allow children enough time to investigate independently. She becomes involved and changes the focus of child-led activities through the questions she asks. For example, she asks children questions about the colour and size of toys. This means children stop what they are doing and answer her questions. As a result, children lose focus and their critical-thinking skills are not consistently promoted.

- Children are physically active. They dig in sand and roll out play dough to make pretend pancakes. These activities strengthen the muscles in their hands in preparation for when they learn to write. Children develop their coordination as they skip with ropes in their garden and show good control as they kick balls to the childminder. Children develop skills they need for the next stage of their learning.
- Care routines are effective. The childminder prompts children, who are recently toilet trained, to use the toilet. This support helps them to independently attend to their own care needs. Children wash and sanitise their hands before and after mealtimes and after they use a tissue. As a result, children are learning good hygiene routines.
- The childminder provides children with healthy snacks and meals. Children talk to each other as they enjoy a healthy, home-cooked meal. They talk about the importance of eating fruit and having a rest if they are tired. Children learn how to make healthy choices.
- Children learn about differences that exist in modern Britain. They celebrate festivals and participate in local community events. This helps children to develop respectful attitudes.
- Parents are kept up to date with their children's learning. The childminder provides parents with daily feedback and photos of their children's experiences. She also gives parents ideas of how to support children's learning at home. As a result, children benefit from a consistent approach to their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a thorough knowledge and understanding of the signs and symptoms that may indicate a child is at risk of harm. She fully understands the procedures to follow, and the appropriate agencies to contact, should there be any concerns about a child's safety or well-being. The childminder completes training to support her role as designated safeguarding lead and ensures that her knowledge remains up to date.

What does the setting need to do to improve?

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

- develop ways to engage in professional development opportunities to raise the quality of teaching even further
- consistently develop children's critical-thinking and problem-solving skills through asking effective questions.

Setting details

Unique reference number	EY442925
Local authority	Manchester
Inspection number	10235684
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 3
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 March 2017

Information about this early years setting

The childminder registered in 2012 and lives in Fallowfield, Manchester. She operates all year round, from 7am to 6pm, Monday to Sunday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 4. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Deborah Magee

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 inspector observed the quality of education being provided indoors and outdoors.
- Parents and children shared their views on the setting.
- The childminder spoke to the inspector about the intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.

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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