

# Childminder report

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Inspection date: 17 March 2023

<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	Met
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children flourish in this homely and welcoming environment. They arrive happy to see the childminder. Children enthusiastically explore the activities that have been carefully planned and set up ready. Children explore the play dough activity, using cutters and rolling pins to improve their small muscles. The childminder encourages children to name colours and shapes, which they do confidently. Children recall their previous learning and experiences. For example, children talk about the games they played the day before with their friends. Children comfortably settle with the childminder and enjoy story time. They show good listening skills as they look at their favourite storybooks and listen to the childminder read them. The childminder adapts her teaching to each individual child's needs and interests. This helps children to recognise their own interests and build on what they already know and can do. This includes those children with special educational needs and/or disabilities.

Children feel safe with this childminder. They have good relationships with her and ask for help if they need it. The childminder knows the children very well. Because of this, children benefit from being able to learn in ways that are individual to them.

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

- The childminder has a clear view of what she wants children to achieve in their time with her. The childminder focuses on teaching communication and independence skills to all children. She aims for children to be ready for school and to ensure any support needed is in place. This helps all children to be ready for the next stage in their learning.
- Occasionally, the childminder does not give enough time for children to respond to and ask questions. This does not help children to fully develop their communication and language abilities or deepen their understanding.
- The childminder works hard to help children develop a love of books and stories. The childminder is very enthusiastic and involves the children in storytelling. She asks them what happens next, and children copy parts of the story. Children use the small-world characters to engage them more in the storytelling. This helps children to develop their vocabulary and imagination.
- The childminder wants children to experience the wider world and their local community. They visit the local park and farm and meet up with other childminders and children. This helps children to socialise with other children and experience things they might otherwise not do.
- Children are extremely happy at the childminder's and have very good behaviour. Children make up their own role play, towing the play cars to the garage to fix them. They say: 'The pipe is broken!' The childminder encourages

children to find ways to fix this and enthusiastically joins in with their play. Children show high levels of enjoyment in their learning. This helps children to develop a love of learning and solving problems.

- The childminder encourages children to develop their independence skills in lots of different ways. Children put on their own waterproofs and wellies and access the bathroom independently. They choose, peel and chop their own fruit at snack time. This helps children to start to build the skills they will need as they move on to the next stages in their learning.
- The childminder has plans in place to enhance her own practice. She wants to continuously improve her own knowledge and experience through training and local networking. This helps improve the early education provided by the childminder and outcomes for children.
- Parents are very happy with the progress their children make here. They know how the childminder is supporting their child and say they make good progress. Parents comment on how effective the support for their child's development is and the difference this is making to their child. They say they are confident that their child is safe here.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding and knowledge of what would make her concerned about a child's safety and welfare or an adults' conduct with children. She knows the correct reporting procedures. The childminder knows the signs to be aware of in respect of other safeguarding issues, such as domestic abuse. She ensures she has regular safeguarding training. The childminding setting is very well maintained and is safe and secure. Systems are in place to ensure unauthorised persons are not able to access the premises or collect children. The childminder undertakes regular risk assessments to ensure children's safety on outings.

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

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

- improve the curriculum for communication and language, in particular giving children more time to process information, understand and respond.

## Setting details

<b>Unique reference number</b>	EY493575
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10280685
<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>	3 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	15 September 2017

## Information about this early years setting

The childminder registered in 2015 and lives in the Blackley area of Manchester. She operates all year round, from 6.30am to 6.30pm, Monday to Friday, except bank holidays and family holidays.

## Information about this inspection

### Inspector

Jasmin Sanders

### 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 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 reviewed comments by parents about their experiences of care, education and involvement with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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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