

# Childminder report

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Inspection date: 27 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder provides plenty of love and cuddles and children benefit from a welcoming and homely environment. Children are very happy and comfortable with the nurturing and caring childminder who is very passionate about her role. Children engage well with the childminder, laughing and having fun as she skilfully builds their confidence. Children form very strong attachments with the childminder which supports their emotional well-being extremely well. For example, children who come into the setting unsettled are immediately given hugs. This helps them feel safe and secure.

The curriculum is organised effectively to meet the children's needs. Children make choices from the good quality toys and resources that are easily accessible. This encourages their developing independence. Children's language and communication are of paramount importance in the setting. The childminder provides a language-rich environment where she sing songs and reads books to encourage new vocabulary.

Children behave well and show respect for the resources and the childminder. The childminder has clear boundaries and rules. For example, children listen carefully and follow the childminder's instructions. They enthusiastically help to tidy away toys and resources before moving on to the next activity.

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

- The curriculum for physical development is ambitious. The childminder has an extensive variety of resources, including a ball pool and basketball net. Children visit the local park where they enjoy running, climbing and exploring the equipment. They also experience trips to the local play centres. This helps to build children's confidence, balance, and coordination, supporting their physical development.
- The childminder has excellent partnerships with parents and other professionals. Parents speak very positively of the childminder and remark that, 'I enjoy our daily chats and my child has come on leaps and bounds'. The childminder works effectively with parents. She shares a range of ideas to help parents contribute to their child's learning at home.
- The childminder's curriculum is based upon children's interests and her knowledge of what they need to learn next. She provides a range of interesting activities which stimulate and engage children well. For example, children delight in using a range of skills while making sensory bottles and bags. However, occasionally, the childminder offers her help too quickly and does not give children time to persevere in their efforts in order to fully explore and find their own way of doing things.

- The childminder provides a variety healthy and nutritional meals, such as homemade stew and vegetables for lunch. Care practices are good. The childminder provides younger children with lots of opportunities to wash their own hands and feed themselves. This encourages children to become increasingly independent.
- Children enjoy sensory activities such as exploring the texture of shaving foam. They make marks and practise using a variety of tools in the shaving foam. Making marks in the foam successfully helps to develop children's hand muscles in preparation for early writing.
- The childminder spends time getting to know children and their families. This helps her to form close bonds with them. She meets with parents and gathers a range of important information when children first start to attend. This helps her to settle children quickly. All children make good progress from the start.
- The childminder has undertaken all mandatory training. For example, she attends safeguarding training and holds a paediatric first-aid qualification. However, the childminder does not yet precisely target further professional development opportunities to support her to raise the quality of her teaching to a higher level.
- The childminder listens to children and takes close notice of their needs. She is especially attentive and makes sure that each child feels valued and respected. For example, she is mindful to give children who have just woken up from sleep lots of cuddles and time to settle before engaging in snack-time routines.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety, welfare and well-being are at the heart of everything the childminder does. The childminder attends regular safeguarding training in order to keep her knowledge up to date. She is aware of potential risks to children's welfare. The childminder understands how to share information with the relevant agencies in order to ensure that children are protected. She is aware of the action to take in the event of an allegation being made against herself or a family member. The childminder completes daily risk assessments to help to ensure that her home remains a safe place in which children can play.

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

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

- allow children sufficient time to explore and follow their own interests in order to advance their problem-solving skills
- engage in professional development opportunities that raise the quality of teaching to a higher level.

## Setting details

<b>Unique reference number</b>	EY384863
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10280527
<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>	2 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	23 August 2017

## Information about this early years setting

The childminder registered in 2008 and lives in Abbey Hey, Manchester. She operates all year round from 7am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The setting provides funded early education for two-, three- and four year-old children.

## Information about this inspection

### Inspector

Nicky Martin

## Inspection activities

- This was the first routine inspection the childminder has 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 their evaluation of the setting.
- The childminder and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, parents, and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of members of the household and training.
- A joint observation was conducted by the inspector and the childminder.
- The inspector spoke with the childminder about the leadership and management of the setting.

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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