

Childminder report

Inspection date: 6 April 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

The childminder nurtures warm and playful relationships with the children she cares for. Children laugh as she tickles them with the feathers they use to make Easter cards and they chuckle together as the feathers stick to their gluey fingers. Children affectionately call the childminder 'gran-gran' and are treated like part of the family. Behaviour is good. The childminder has a calm approach to helping children understand and resolve their problems. Children are taught to share and beam with pride saying, 'my turn now!' when they have waited patiently. As a result of these supportive interactions children feel safe, calm and ready to learn.

The childminder supports children to learn about the things they are interested in. When a child points out brown spots on the bananas in the play kitchen, the childminder explains about food being ripe and compares the toys to the fresh fruit in the fruit bowl. The childminder takes pride in helping children reach their potential. For example, children who are learning to jump are supported to use trampolines on outings followed by outdoor games. She tells parents what children are working towards, and this increases the support they receive. Children's achievements are shared and celebrated. As a result, children make good progress in all areas of learning.

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

- The experienced childminder has a good understanding of the way children learn and develop. She plans learning opportunities based on what children already know and can do. She incorporates children's interests and adopts a flexible approach which gives children the opportunity to make choices. As a result, children steadily build knowledge through activities they enjoy.
- The childminder uses a range of strategies that help children to learn effectively. She models the correct use of English and supports children to extend their vocabulary. She helps children to extend their thinking by asking them questions, such as 'why do you think that?' and 'what do you want to happen?' Children are taught to listen to instructions and follow them carefully. As a consequence, children are able to achieve the goals the childminder sets.
- Children access resources independently, which allows them to follow their interests. The childminder supports children to develop their ideas during play which extends their learning. However, the childminder often undertakes tasks that children are capable of doing themselves, such as wiping their noses, tidying up and preparing simple snacks. This limits children's opportunities to develop their independence even further.
- The childminder ensures that children understand their own culture as well as that of others. She teaches children about her own faith and meets people of different faiths and backgrounds in the community in order to help children learn

about different cultures. The childminder gives children a wide range of experiences, such as visiting Manchester on the tram and trying foods from different cultures. Consequently, children gain a good understanding of what makes them unique.

- Children have a range of opportunities to be physically active and healthy. The childminder takes the children to community groups, soft-play centres and the park where they can practise skills, such as climbing, pedalling a tricycle or balancing on a wall. Children receive a varied diet through sociable snack and mealtimes. They enjoy soup on a cold day, and cottage pie shared with the whole family. As a result, children learn how to make healthy choices.
- The childminder nurtures strong bonds with children's families. This allows information to be shared about children's progress and ensures that children's learning continues between home and the setting. Parents say they feel happy knowing their child is in 'safe hands'. The childminder shares her expertise with parents, which helps to provide a consistency of care for children.
- The childminder is reflective about her practice. She identifies ways she can improve upon activities she delivers and how she could extend children's learning further. As a result, children benefit from planned activities tailored to their changing needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is alert to the signs that a child may be at risk of abuse. She is knowledgeable about different types of abuse, such as physical abuse, domestic abuse and female genital mutilation. The childminder knows who to contact if she is concerned for a child or their family members. The childminder uses risk assessments effectively in her setting. For example, she knows when children will need support to access areas of the outdoor space safely. The childminder supports children to understand how some rules keep them safe. The childminder holds a paediatric first-aid certificate and is confident how she would respond in an emergency.

What does the setting need to do to improve?

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

- increase opportunities for children to consistently practise and develop their independence skills.

Setting details

Unique reference number	EY355766
Local authority	Manchester
Inspection number	10279839
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 9
Total number of places	6
Number of children on roll	3
Date of previous inspection	2 August 2017

Information about this early years setting

The childminder registered in 2007. She lives in the Whalley Range area of Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Natalie Myatt

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 provider and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the space is used for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed interactions between the childminder and children.
- The inspector observed the childminder in practice and they discussed the outcomes of the activity.
- Parents shared their views with the inspector.
- The inspector viewed key documentation including evidence of suitability and qualifications.

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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