

Childminder report

Inspection date: 18 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children have a marvellous time at this safe, nurturing and stimulating setting. They are curious as they explore, and they flourish in the care of this dedicated and experienced childminder. Children eagerly sit with the childminder for song time. Anticipation fills the air as they carefully unzip the song bag and peek inside. 'Twinkle Twinkle' they say, as a star shaped toy is pulled from the bag. Children look around the room and point to the various stars on display. They are developing good observation and memory skills. The knowledgeable and caring childminder gives children lots of praise and encouragement as they join in, singing familiar songs. Children are energetic as they take part in action songs. They develop physical skills as they balance, hop and stretch. Laughter bubbles from the children as they copy the actions, touching their heads, shoulders, knees and toes. The childminder supports the children to complete the actions quickly and then slowly. Children listen and respond well. They delight in being part of a group. Children turn-take incredibly well, waiting patiently and ensuring that everyone has an opportunity to choose from the song bag. They are developing superb social skills, and they show real care for each other. Children's behaviour is exemplary.

The childminder plans every part of the routine to support children's learning. She has high aspirations for each child and works incredibly hard to help children to be well prepared for school. At tidy-up time, children count toys into boxes. The childminder takes time to support children with this. She encourages children to add one more number on and to think about how many toys there are if they take one away. Children develop the complex number skills of adding and taking away. They are motivated to learn and are making excellent progress. Children play safely. They are reminded to think about the space around them and the need to pick up toys from the floor so no one trips on them. Children are developing excellent attitudes to learning.

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

- The childminder offers highly effective support to children as they complete challenging activities. For example, children work hard to thread beads onto a shoelace. The experienced childminder acknowledges this difficult task, talking to children about what they are doing and offering encouragement. The bead falls off the shoelace several times, but children persevere. They are delighted when the bead finally threads onto the lace. Children develop their concentration and build resilience.
- Children confidently choose from the wide range of exciting toys that are available in the well-organised and attractive learning environment. They independently access and then put away toys that they have used. Children know and follow the planned daily routine. They are consistently stimulated as

they eagerly engage in both adult-led and child-initiated activities. Children are enjoying purposeful learning and developing skills that will support them in their transition to school.

- The childminder knows the importance of continual professional development to maintain the exceptionally high standards of care and education offered. She has set herself ambitious goals and uses new learning effectively to improve the already good teaching.
- Language and communication are extremely well supported. Children, including those who speak English as an additional language, communicate well. Children use the correct names for different vehicles and talk together as they play, showing each other an 'excavator' and a 'low-loader'.
- Children's love of book is evident as they use them throughout the day. Children retell each other familiar stories and even very young children point to and name pictures and letters in books and in the environment. Pre-school children identify letters from their names. Children develop skills that will support them when learning to read.
- The childminder uses precise observation and assessment to identify gaps in learning. Her swift early intervention, targeted work and effective partnership with parents and other professionals help all children to make rapid and sustained progress. This helps children to have excellent skills in preparation for their next stage of learning.
- Hygiene routines are thorough and are followed consistently. Children show remarkable independence in taking care of their own needs, such as toileting and handwashing.
- Children have a wonderful relationship with their caring, kind and nurturing childminder. They proudly show visitors their artwork, which is displayed in the playroom. Children are captivating as they discuss the activities in the many photos displayed, showing outings and celebrations. This supports children's sense of well-being and belonging.
- Children behave well. When disagreements do occur, the childminder skilfully and patiently supports the children to calmly resolve these. Children learn excellent negotiation skills as the childminder sensitively reinforces caring behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her roles and responsibilities to protect children from harm. She updates her safeguarding training regularly and has a good knowledge of the signs and symptoms of abuse, and she knows what to do should she be concerned about a child's welfare. The childminder makes sure the premises are secure and that play areas are safe from hazards. She observes children closely and ensures they are well supervised both in the setting and during outings. The childminder holds a current paediatric first-aid certificate and knows what to do in the event of an emergency.

Setting details

Unique reference number	EY489045
Local authority	Manchester
Inspection number	10280804
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 7
Total number of places	6
Number of children on roll	5
Date of previous inspection	25 September 2017

Information about this early years setting

The childminder registered in 2015 and lives in the Newton Heath area of Manchester. She operates Monday to Friday, 7am to 6pm, all year round, with the exception of bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed an activity and evaluated this with the manager.

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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