

Childminder report

Inspection date: 27 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

Children are happy and settled in the childminder's home. They confidently explore the well-organised environment and independently choose where to play. Children revel in the large outdoor area and spend time together, throwing balls through hoops and painting on the ground. This helps them to develop their social and physical skills, including their hand-to-eye coordination. Children laugh and chat with the childminder. They have built solid relationships with her and seek cuddles when they are upset or tired. Children feel safe and secure in her home, knowing their emotional needs are swiftly met.

Children's health and hygiene needs are met consistently. They enjoy home-made soup and a selection of fruit for snack. The childminder helps children learn how to manage their own self-care needs, such as wiping their own hands and faces. Additionally, young children bring their shoes and those of their peers to put on before playing outside. Children follow instructions with ease and remain pleasant with one another while they tidy up and wait for the next task. Their behaviour and attitudes are positive. Children know what is expected of them, and they are proud of their achievements. They 'high five' the childminder and each other after eating all of their lunch.

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

- The childminder encourages children to join in with familiar action songs and stories. She asks them to listen to noises in the garden and to describe what they can see and hear. The childminder consistently talks to children and comments on their play. This helps them to learn new vocabulary and improve their communication and language skills. Children are confident to express themselves and talk to new people.
- The childminder knows the children well. She assesses and plans relevant next steps to support progress. However, she does not consistently implement her intentions for individual children's learning during activities. For example, when she wants children to develop their concentration skills, the childminder sometimes over-directs and asks lots of questions as children play. This sometimes results in children having too much information to process, and their attention wanes.
- Parents are updated daily about their children's experiences through discussion and photos. They have established trusting relationships with the childminder, and they know that their children are well cared for. However, parents are not consistently involved in the assessment and planning of their children's specific next steps in learning. This prevents them from helping their children to continue learning at home and ensuring that potential gaps in learning do not widen.

- The childminder regularly evaluates the impact of the opportunities she provides for children. She recognises areas that she wishes to develop to further support children's individual learning. The childminder attends training to broaden her knowledge and skills. As a result, all children are making good progress and are, in the main, fully accessing the curriculum. They are well supported by the childminder and continue to enjoy learning.
- Children often take walks with the childminder in the local community. The childminder exposes them to a range of different people and helps them buy their own fruit and vegetables in shops. This helps children to begin to build simple life skills and social awareness needed for their future lives in modern Britain.
- The childminder encourages children to solve problems during their play. They compare hoops as they stack them and see which ones will fit on their wrists. This helps children to develop thinking skills, as well as early mathematical context. Children also identify circles in the outdoor area and are encouraged to count. This helps them to develop their understanding of numbers and quantities.
- The childminder provides a clear, sequenced curriculum, which she develops daily. She spends a lot of time outside, in natural environments with the children, using their experiences to build on learning. For example, children point to the birds in the sky and recall information they have learned about where the birds live. Additionally, they tell the inspector about squirrels visiting their garden, and they point to where they hear the trains going past. The childminder makes good use of what children remember to shape conversation and build on their knowledge even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the wide range of signs and symptoms that may indicate a child may be at risk of abuse or neglect. She has up-to-date procedures to report any concerns to the local authority safeguarding team. The childminder completes regular safeguarding training, which helps her to understand how to keep children safe and well. She ensures that her home is free from hazards and helps children learn how to play safely. For example, they know not to access the patio when it is raining, as they may slip. Furthermore, children know to use the climbing equipment with the childminder's support. The childminder has attended paediatric first-aid training and knows what to do in the event of a child becoming unwell or having an accident.

What does the setting need to do to improve?

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

- consistently recognise and respond to children's learning needs during play, ensuring their progress continues at a good level
- increase parental involvement in their children's assessment and learning so they can continue their development even further at home.

Setting details

Unique reference number	EY459741
Local authority	Manchester
Inspection number	10276207
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	1 to 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	5 July 2017

Information about this early years setting

The childminder registered in 2013. She lives in the Openshaw area of Manchester. She operates from 7.30am to 5.30pm, Monday to Friday, all year round.

Information about this inspection

Inspector

Rachel Waterhouse

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 childminder.
- The childminder and the inspector completed a learning walk together of the home and discussed the impact of the early years curriculum she delivers.
- The inspector observed the interactions between the childminder and children and evaluated the impact these have on children's learning and development.
- Parents shared their views of the setting with the inspector during the inspection.
- The inspector viewed required documentation provided by the childminder.

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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