

# Childminder report

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Inspection date: 19 May 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 children are happy and excited as they enter the setting. They access a curriculum which is built around their current interests. The childminder has high expectations of the children. Children show they are settled and have good relationships with the childminder and her assistant. For example, they will seek out the childminder and her assistant for a cuddle when they have achieved a task. This helps them to feel safe. In addition, the childminder supports the children well when they are learning about their emotions, behaviour and sharing. For example, the childminder will calmly talk to the children about being kind and will give possible solutions to their problem. This helps children to understand the expectations of behaviour and learn how to resolve conflicts.

Children show good attitudes towards their learning. They benefit from opportunities to further their development. For example, children develop independence as they choose to explore the play dough. They are excited to roll their play dough into different objects of their imagination such as 'a bear'. The childminder joins in with their play and provides a learning opportunity and counts with the children. She further extends their play by adding mathematical concepts, such as adding and taking away. This helps the children learn to count, match numbers to quantity and solve problems using familiar objects.

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

- Books, songs and reading are an important part of this setting. The childminder and her assistant have created an environment which enhances children's language and literacy development. For example, the older children independently recall familiar phrases from a traditional story using the props in a story sack. Additionally, the younger children choose their favourite song from the song box and sing nursery rhymes alongside using familiar actions. This helps the children to build on their language, vocabulary, and imagination.
- The childminder shows a clear understanding of what she intends children to learn. She provides children with fun and engaging play opportunities which support their next steps. However, the childminder and her assistant do not always plan for the needs of the younger children during group time activities. For example, the younger children are sat for long periods. As a result, they lack engagement with their learning.
- Children's behaviour is good. They play cooperatively and work together to achieve a goal. For instance, two children work alongside each other to thread string through some holes and fasten buckles together. When a child responds, 'I can't do it', the other child positively comments, 'Yes you can'. Together they smile and show each other how to fix the buckles. Consequently, this boosts the children's confidence and self-esteem.

- Children enthusiastically engage in play and learning. Overall, activities are well thought out to support children's needs. However, the childminder's assistant is sometimes unsure on what the childminder intends for children to learn. As a result, there are inconsistencies in the level of teaching provided and children are not always reaching their full potential.
- The childminder is passionate about providing children with experiences in the wider community. They visit places in the local environment, such as the park, playgroup and the allotment. Children benefit from these experiences. For example, they learn how to look after their environment and explore similarities and differences beyond their own experiences.
- The childminder's partnership with parents is good. Parents speak highly of the childminder and the assistant and comment that their child is happy and safe in the childminder's nurturing home. They value the information they receive on their child during the day. This keeps them up to date with their child's development and helps children receive consistency of care.
- The childminder supports children with special educational needs and/or disabilities well. She quickly identifies appropriate strategies with parents and professionals to support the child's learning. As a result, children make good progress in their development.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant are aware of their roles and responsibilities to safeguard children. For example, the childminder risk assesses the environment and locks the door after the children arrive. They are aware of the procedure to follow when reporting a concern. In addition, the childminder and her assistant have attended relevant safeguarding training. This keeps their knowledge up to date. The childminder and her assistant are both trained in paediatric first aid. Therefore, they are trained in how to deal with accidents. They have a robust policy in place for emergencies. This all helps to keep children safe.

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

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

- enhance professional development by focusing on providing consistency in the quality of teaching to children so they can reach their full potential
- plan age-appropriate group times to meet the needs of younger children and extend their learning.

## Setting details

<b>Unique reference number</b>	EY466316
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10285780
<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>	1 to 3
<b>Total number of places</b>	8
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	18 October 2017

## Information about this early years setting

The childminder registered in 2013 and lives in the Levenshulme area of Manchester. The childminder holds an early years qualification at level 6. She operates all year round, from 7:30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Danielle Kelly

### 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 discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.

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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