

Childminder report

Inspection date: 8 June 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 very happy and settled in this welcoming home. They clearly enjoy the time they spend with the warm and friendly childminder. Children demonstrate good bonds with her as they spontaneously approach her for cuddles and affection. Children are motivated to learn as they make independent choices from the wide range of toys and equipment on offer. Children quickly become engaged in their play. Babies concentrate as they use their pincer grip to pick items up. Older babies develop their hand-eye coordination as they scoop and pour in the water tray. These activities help to build children's physical skills and support their future learning.

The childminder has high expectations for children's learning and behaviour. She supports the children's behaviour well and responds to their needs, while still considering their individual next steps. The childminder introduces the calming activity of 'bubbles' to support the children's developing communication skills. The older babies giggle with excitement and ask for 'more' each time they pop and disappear. Children behave very well. They learn the importance of respect in ways that are appropriate for their age and stage of development, such as using 'kind hands'. As a result, the children make good progress in all areas of their development.

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

- Children's communication and language development is well supported. The childminder regularly reads aloud and encourages the children to choose their favourite books to read again. Babies clap their hands and smile as they enjoy listening to rhymes and songs. The childminder repeats songs, which helps the babies and young children to develop their emerging language skills. Children demonstrate a love of books and reading.
- Overall, the childminder knows the children well and plans activities to support their individual next steps. For example, children name and explore fruit and vegetables in the role-play kitchen area. The childminder introduces new words, such as 'aubergine'. However, at times, the childminder's activities do not consistently consider specific skills or goals for the children to achieve. The childminder sometimes asks too many questions and overcomplicates the activities. As a result, the children do not always reach the specific goal identified in the activity.
- The curriculum is implemented well. The childminder has a good understanding of all areas of learning. She knows where there are gaps in children's development and what she needs to do to close these. Children develop good skills to support their future learning. For example, they are encouraged to be independent. They cut their own fruit at snack time to support their hand-eye

coordination.

- Children have lots of opportunities to practise and develop their large-muscle skills. For example, they use equipment during outings to the local park. The childminder regularly takes the children to community groups. This helps to ensure that quieter children have regular opportunities to mix with other children and develop their confidence in larger groups. The childminder uses these experiences to teach children about the wider world and community in which they live.
- The childminder's home is clean and well maintained. The childminder follows good hygiene practices throughout the day. For instance, children wash their hands, and the childminder cleans surfaces before mealtimes. However, good hygiene practice is not consistent. For example, the childminder does not always wash her hands after wiping children's noses. This does not consistently support children's overall well-being.
- The childminder has a good attitude to keeping her knowledge and skills up to date. She has attended all mandatory training. She evaluates her practice effectively. She has also established strong links with other local childminders. These links have enabled the childminder to share ideas and examples of good practice to help strengthen her teaching skills.
- The childminder has developed strong relationships with parents. She communicates with them daily to share relevant information about their children's day. The childminder uses daily diaries to report on children's progress and activities. Parents say that they are extremely happy with the care and education the childminder provides. These partnerships help to provide consistency of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly attends child protection training to keep her knowledge up to date. She demonstrates a good understanding of safeguarding and how to keep the children safe. The childminder is fully aware of local authority procedures to follow should she have any concerns about a child's welfare. The childminder carries out daily safety checks on all areas of her home and garden to ensure that children play in a safe and secure environment.

What does the setting need to do to improve?

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

- improve hygiene procedures further to maximise children's well-being at all times
- focus planning more precisely on intentions for learning and simplify the skills being taught to help children reach a specific goal.

Setting details

Unique reference number	EY432283
Local authority	Manchester
Inspection number	10285663
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	0 to 1
Total number of places	6
Number of children on roll	2
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered 2011 and lives in Oldham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Katie Bonney

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 setting.
- The inspector carried out a joint observation with the childminder of the children taking part in a water play activity.
- The childminder led the inspector on a learning walk and discussed the early years curriculum.
- The inspector observed the childminder's practice and considered the quality of the education and the impact on children's progress and development.
- The inspector looked at relevant documentation and reviewed evidence of the ongoing suitability of the childminder.
- The inspector spoke with the childminder and discussed safeguarding knowledge.

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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