

Childminder report

Inspection date: 21 June 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder creates a safe and nurturing environment for children. She has high expectations for behaviour. Despite the children's young age, they are learning to share, take turns and play alongside one another. Children follow instructions, such as for tidy-up time, and listen carefully to the childminder's requests. They understand the rules and boundaries. Well-embedded routines help children to feel secure and promote their emotional well-being.

Children access a predominantly child-led learning programme. They begin to develop their independence by making choices about what they want to do. The childminder carefully weaves learning opportunities into children's play. This helps children to remain engaged in activities of their choosing, which contributes to the calm and relaxing environment.

Literacy development is a focus at the setting. Children access a wide range of books. The childminder incorporates storytelling into the daily routine, for instance, during snack time. Children listen carefully to the childminder's varying intonations and are keen to join in with words and phrases they remember. The childminder links stories to children's real-life experiences to promote their comprehension skills. This helps to prepare children for the next stage in their development.

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

- The childminder has a good understanding of the skills and knowledge she wants children to learn. She plans a curriculum that is flexible to support their individual needs. The childminder uses her observations and assessments of children's development to help her identify their next steps in learning. She monitors children's development to check for and address any gaps in learning. All children, including children who speak English as an additional language, make good progress from their unique starting points.
- Overall, children who speak English as an additional language are well supported. The childminder uses picture cards to help children understand the names of objects. She speaks to children in their home language, followed by English to help children develop their vocabulary. However, occasionally, the childminder does not model the correct pronunciation of words, such as 'baba' and 'duckies'. This confuses children's understanding of how to say the word correctly.
- Children have a positive attitude to learning. They engage well when listening to songs and nursery rhymes. Children are motivated to join in with the actions and words they are familiar with. They eagerly demonstrate how they have learned to recognise and name different parts of their body, such as eyes, nose and toes. This helps to promote children's speaking skills.

- Children are beginning to develop some independence skills appropriate to their age. They wash their own hands and faces, feed themselves and drink from a cup with no lid. Opportunities to practise these skills throughout the session help to build children's confidence and self-esteem. Children are developing important skills needed for the future.
- On the whole, partnership working is effective. The childminder has formed good relationships with parents and keeps them updated about children's development. She gathers information from parents about children when they first start to help her plan effectively. However, the childminder has not yet made links with other settings that children attend and is unsure about what they learn when they are there. This hinders the continuity in children's care and learning.
- The childminder cares for a diverse group of children. She teaches them to understand about similarities and differences between themselves and others in ways that are appropriate to their young age. Children explore different family dynamics and the festivals celebrated by their friends. This helps children to understand about the wider world and prepares them for life in modern Britain.
- The childminder is well qualified and dedicated to her role. She completes a variety of different training, including mandatory training, and links with a childminder network. This helps her to keep up to date with current legislation and share good practice. However, she does not target her professional development to help improve her knowledge of the different ways that younger children learn. For instance, planned activities are occasionally pitched too high and focus on the specific areas of learning before children are secure in the prime areas. This does not help children to learn new skills in the correct order.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is very confident to recognise when children may be at risk of abuse. She knows the signs and symptoms, including those that may indicate children are witnessing domestic abuse. Her procedures for referring concerns to the relevant professionals are robust. The childminder understands how to respond to allegations about herself or a member of her household. She completes daily checks of her environment to ensure that any hazards are removed and that children can explore safely.

What does the setting need to do to improve?

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

- model the correct language so that children consistently hear the correct pronunciation of words
- refine the programme of professional development to gain more knowledge and

understanding about the different ways that younger children learn

- strengthen partnership working with other settings that children attend to provide continuity in care and learning.

Setting details

Unique reference number	2639847
Local authority	Manchester
Inspection number	10295726
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	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates term-time only, from 8am to 4.30pm, Tuesday to Friday. The childminder holds qualified teacher status. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 childminder gave the inspector a tour of the areas used for childminding and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and evaluated the impact on children's learning.
- Discussions were held with the childminder and children at appropriate times throughout the inspection. Written feedback from parents was considered.
- Leadership and management discussions were held with the childminder throughout the inspection. The inspector checked documents relating to the suitability of people living and working on the premises. They also checked qualification certificates and paediatric first-aid certificates.

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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