

Childminder report

Inspection date: 28 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 demonstrate good levels of independence and are competent at undertaking tasks for themselves. For example, they pour their own drinks and help to set the table for snacks. Children display good behaviour and are supported by a childminder who has high expectations of what they are able to do. For example, older children are encouraged to give toys to younger children and demonstrate care and consideration towards each other. Children are supported by a consistent approach to their care and education as the childminder and parents work closely together. For example, they share information about the children's time in the childminder's care and at home so that they can work together to best meet the needs of the children.

Children are happy and safe in the childminder's care. For example, they talk to her about what they want to play with and the childminder listens to their ideas. This helps children build their confidence. Children demonstrate positive attitudes to learning. They are eager to join in with experiences that the childminder provides for them. They explore and show curiosity as they play. For example, children explain how caterpillars they have been observing are now in cocoons and will soon become butterflies.

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

- Children are learning about nature and the natural world. For example, they regularly visit an allotment where they grow pumpkins, green beans and other vegetables. This helps children to learn about living things and the things that they need to grow.
- The childminder promotes good hygiene. For instance, children wash their hands before eating, and the childminder sings songs with them about the importance of hygiene. This supports children to develop healthy practices.
- Children are learning about the diverse world around them. For example, the childminder supports children to put a hijab on a teddy and talks about the images that represent diversity which she has displayed on the wall. This helps children to learn about similarities and differences.
- The childminder encourages children to participate in daily exercise. For instance, they enjoy dancing to songs, and they laugh with excitement as they move their bodies. This supports children to be physically active.
- The childminder enhances children's self-esteem. For example, she displays children's work on the wall to demonstrate that she is proud of what they have created. This helps children to understand that their efforts are valued.
- The childminder undertakes regular training in order to help her improve her practice. For example, she has attended training relating to oral health. Consequently, she has developed activities for the children to help them learn

about how to care for their teeth.

- Children are learning about how to work together and be kind to each other. For example, the childminder consistently reinforces positive behaviour with praise and encouragement. This helps children to understand what is expected of them and supports the development of their personal, social and emotional skills.
- The childminder supports the development of her assistant and reflects on her own practice to promote a varied curriculum. She offers interesting activities to children throughout the day. However, she does not always consider how she can include different areas of learning within each individual activity. This means that children's learning is not consistently extended throughout the day.
- Children are developing their understanding of number, pattern and height. For instance, as they play with blocks, the childminder encourages them to notice the patterns, count how many bricks they have and comment on their height. This helps children to apply mathematical knowledge when they are playing.
- The childminder supports children to develop their communication and language skills. For example, when children say words incorrectly, she pronounces them correctly so that children can hear the correct phrase. She holds conversations with children as they play. This supports children to use an increasing range of vocabulary to explain their ideas.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a safe environment for children to play in and educates them as part of the daily practice. For example, she explains how they need to tidy up toys before they dance so that children do not fall over them. The childminder has a good knowledge and understanding of the signs and symptoms of abuse. She knows what to do if a concern arises about a child in her care. The childminder understands the procedure to follow if an allegation is made against herself, her assistant or a member of the household.

What does the setting need to do to improve?

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

- refine teaching skills to ensure that children's learning is consistently extended throughout the day.

Setting details

Unique reference number	EY452395
Local authority	Manchester
Inspection number	10295475
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 4
Total number of places	12
Number of children on roll	10
Date of previous inspection	18 December 2017

Information about this early years setting

The childminder registered in 2012. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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