

Childminder report

Inspection date: 21 July 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 that they feel happy in the care of the childminder. They welcome visitors with a 'hello' and confidently interact with them. Children display excellent communication and language skills. They freely express their ideas and use extensive vocabulary as they engage in conversations. The childminder gains useful information from parents to help her to get to know children well. She takes children's interests and learning needs into consideration as she plans and implements her curriculum.

The childminder offers good experiences for children to support their learning and development. For instance, children enjoy taking a different form of transport to ride through the town. They enjoy visiting places, such as the museum, the park and the local Sure Start centre. This helps to develop a good understanding of the world around them. The childminder teaches children about keeping themselves safe. For example, children learn about road safety during outings. Children carefully use equipment when preparing snack with help and support from the childminder. The childminder promotes healthy eating by offering a variety of food. This helps children learn about the importance of being healthy.

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

- The childminder continues to develop her practice. She has links with other local childminders to help her keep up with changes to guidance and gain good practice ideas. The childminder thinks about what she provides for children and gains the views of parents to help her outline how she can improve her practice and provision further.
- The childminder assesses children's achievements and progress and outlines gaps in their learning. Although she has links with some of the other settings that children attend, she does not link with all the settings promptly before children start with them. This means that the useful knowledge and information she has regarding children's care and learning are not shared in a timely way to support a consistent approach and smooth transition for children.
- Children use mathematical language throughout their play. They describe sizes. For example, they say, 'This is a big one; that one is small,' and describe colours and shapes confidently. The childminder encourages children to use numbers actively throughout their routine. For example, they count the pieces of fruit at snack time.
- The childminder has built good relationships with parents. She engages with them daily, sharing information about their child's day through reports or sending photos. Parents give positive feedback about the childminder and the service she offers.
- The childminder makes her expectations for behaviour clear for children from a

young age. She uses gentle explanations to help them understand the routines and rules in her setting. Therefore, children listen to her and behave well. They follow instructions and are keen to help, for example by tidying away after activities.

- Overall, the childminder ensures that her practice is inclusive and welcomes all children and families. She teaches children about festivals and events that she is more familiar with, such as carnivals. However, the childminder does not consistently teach children about other peoples' similarities and differences from around the wider world more extensively.
- The childminder uses stories to help develop children's communication skills. Children independently choose from a range of books. They sit together and enjoy exploring the images they see as the childminder reads to them. They recall familiar parts of the stories they share and are keen to point to the pictures and practise reading alongside the childminder. The childminder reads 'Handa's Surprise' and children hear new words, such as 'guava'. Children repeat words back from the story. This helps to develop children's early literacy skills. Children can recall stories with confidence.
- The childminder reflects on the children's interests and incorporates these within the areas of the provision. For example, when children like to build and construct, she provides them with plastic bricks. Children show good hand and eye coordination and are encouraged to persevere when they attach the bricks together to build a range of constructions.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her knowledge and understanding of child protection procedures are up to date. She completes training and reviews and adapts her own policies and procedures accordingly. This helps to ensure she can act promptly should she have a concern about a child's welfare and to keep children safe. The childminder ensures her home is safe and secure for children to use. She helps children to learn about keeping safe, such as on local walks when she teaches them about road safety.

What does the setting need to do to improve?

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

- extend children's knowledge and understanding of other peoples' similarities and differences from around the wider world
- enhance systems for sharing information with other settings children attend to promote a smooth transition and a consistent approach to the support children receive.

Setting details

Unique reference number	EY491188
Local authority	Manchester
Inspection number	10295552
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	6 December 2017

Information about this early years setting

The childminder registered in 2015 and lives in Whalley Range, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant qualification at level 3.

Information about this inspection

Inspector
Lisa Grundy

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 her evaluation of the childminder.
- The inspector and the childminder looked at the areas of her home that she uses with children and discussed how she plans her curriculum and operates her practice.
- The inspector observed the childminder joining in activities with children and discussed the learning that was taking place with her. They talked about the needs of individual children and the progress they are making.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications, and the childminder discussed her procedures for safeguarding the children.
- The childminder and the inspector evaluated the effectiveness of an activity together.
- Parents shared their views of the childminder's provision with the inspector.

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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