

# Childminder report

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Inspection date: 14 September 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**

Children are happy and safe in the care of this friendly childminder. Children self-select resources to take a lead in their own play. They engage in role play with dolls and sit together to have a tea party. Children join in with their favourite stories, repeating familiar words and phrases. They answer questions and talk about the characters. Children take part in singing activities where they choose their favourite nursery rhymes and play instruments along to the music. Children explore the outdoors, looking for bugs and wildlife in the trees and soil. They learn about growing and life cycles by planting seeds and growing their own vegetables.

The childminder has high expectations for children's behaviour. Children learn to share and take turns with their friends. They follow effective routines, which helps them to anticipate what is coming next. Children learn to be independent and practise doing things for themselves. They enjoy dressing the dolls and putting on their own puddle suits and wellingtons to go outside to play. Children celebrate birthdays, Christmas and other events which are special to them. They develop respect and an understanding of others and learn about and celebrate the similarities and differences between themselves and their friends.

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

- The childminder implements a curriculum based on the needs and interests of the children she has on roll. She continually monitors their learning through observation and assessment. This helps her to identify any gaps in their learning and make sure they make progress in all areas of learning.
- The childminder encourages children to learn about the world around them through celebrations, outings and visits within the local community. They visit playgroups, the local church and the library. The childminder plans weekly forest school sessions with another childminder. This provides the children with the opportunity to become familiar with their local community and develop an understanding of their culture.
- The childminder interacts well with the children. She instinctively knows what they want and understands their verbal and non-verbal gestures and cues to ensure their needs are continually met. She instinctively knows when they are becoming bored with an activity and quickly distracts or engages them in something else. This helps to keep children engaged and maintains a positive learning environment.
- The childminder provides opportunities for children to share books and learn familiar stories. She encourages language and vocabulary by teaching the children new words, such as 'pineapple' and 'aubergine'. They use the sound button to help them listen back to hear how the word sounds. This helps children to learn valuable skills in preparation for reading.

- The childminder consults regularly with parents about their child's development and keeps them informed about their progress. She provides information about their child's learning and how they can support learning at home. The childminder works closely with parents to provide support with weaning or other developmental concerns. This helps to ensure smooth transitions and a coordinated approach to the child's learning and development.
- The childminder attends all mandatory training. She has attended some training that has had a positive impact on her practice. However, this has not yet been implemented fully enough to see an impact. The childminder is keen to further her knowledge by attending more specific training to enhance her teaching and learning. This will have a positive impact on the progress the children make as it will challenge their learning to a higher level.
- The childminder engages well with parents and ensures she keeps them informed of their child's learning throughout their time with her. She seeks support from other agencies when needed to help to support the children in her care. The childminder continually seeks to improve her practice by engaging with other childminders, accessing training and seeking support from the local authority to ensure her practice is of a good quality.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding of safeguarding issues and knows her responsibilities in relation to keeping children safe. She has attended training with the local authority and knows who to contact should she have any concerns. The childminder continually risk assesses her practice and her premises to ensure they are safe for the children. She allows children to take managed risks to help them learn how to keep themselves safe. The childminder implements effective hygiene practices and teaches the children about handwashing and preventing the spread of infection. She manages the administration of medication effectively to ensure that children are kept safe in her care.

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

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

- improve practice to fully benefit children by targeting their knowledge and extending their learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY491720
<b>Local authority</b>	Trafford
<b>Inspection number</b>	10301507
<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>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	31 January 2018

## Information about this early years setting

The childminder registered in 2015 and lives in the Sale area of Manchester. Her provision operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Michelle Highcock

### 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 provider and has taken that into account in their evaluation of the provider.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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