

# Childminder report

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Inspection date: 29 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

The childminder provides a home-from-home environment for children to flourish. The moment children enter this setting, their laughter fills the air. They leave their parents with ease and embrace the childminder with hugs. Children eagerly greet the inspector and share toys with him. They behave well and show care towards others. Children follow rules and know what the childminder expects of them. They take pride in their achievements and excitedly share their construction models with the childminder.

The childminder supports children's emotional well-being exceptionally well. Children settle quickly and develop secure friendships. They have a strong sense of belonging, feel safe and are happy. Children enjoy engaging in imaginative play. They pretend to make food for the childminder and enact roles of superheroes. Children gain a good awareness of healthy living. They follow good hygiene practices and learn about oral health. They wash their hands before eating and learn about the importance of drinking water. Children develop good levels of independence. They tend to their own physical needs and help to tidy toys away. Children acquire the necessary skills in readiness for their move on to school.

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

- The childminder exhibits strong leadership skills. She has effective systems in place for self-evaluation. Improvement plans are sharply focused and include the views of parents and children. The childminder's capacity to continually improve is good.
- Overall, the childminder provides children with an ambitious curriculum, which builds on what children already know and can do. However, on occasion, the childminder does not give children enough time to learn through the process of trial and error. For example, at times, she is over directive during activities and this means that some children lose interest in their learning.
- The childminder effectively supports children's love of reading. She reads with animation and allows children to take books home to share with their families. Children snuggle up to the childminder while looking at their favourite stories. They help to turn the pages and gasp in anticipation of what might happen next.
- The childminder supports children's large-muscle development well. She encourages them to climb, jump and run outdoors. Children relish being physically active and show good levels of physical dexterity. However, the childminder has not thought of the best ways to support children who prefer to learn outdoors. This means that, on occasion, those children that learn best outdoors do not get enough opportunities to do so.
- Partnership working is good. The childminder establishes secure links with other childcare professionals. She shares best practice and attends network meetings

with the local authority. Parents receive information to help support their children's learning at home.

- The childminder notes the importance of training. She has established an effective programme of professional development. She uses this to inform her practice, such as understanding early childhood theories around communication and language. She puts this training into practice, for example she skilfully introduces new words to children. This means that children are confident communicators, who use a wide range of vocabulary.
- In the main, the childminder teaches children well about the world that they live in. Children relish learning about festivals and celebrations. However, the childminder has identified that she wants to teach children even more about the differences between themselves, communities, and people.
- The childminder supports children's creativity well. Children enjoy making creative collages. They sing songs and play musical instruments. Children giggle with delight while dancing to music. They are confident to express their individuality and become enthralled while engaged in role play.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in keeping children safe and protected from harm. She has a robust safeguarding policy and shares this with parents. The childminder attends child protection training and keeps abreast with changes in local safeguarding procedures. She knows the referral process and understands the steps to take if an allegation is made against herself or a family member. The childminder has a secure understanding of the possible indicators of abuse and neglect. She is aware of safeguarding concerns, such as county lines and female genital mutilation. The childminder teaches children about the ways that they can stay safe while they are away from her setting. For example, she explains the importance of road safety.

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

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

- allow children more time to explore activities and to learn through the process of trial and error
- provide children who prefer to learn outdoors with more opportunities to do so
- strengthen children's awareness of differences and similarities, with particular reference to understanding different people and communities.

## Setting details

<b>Unique reference number</b>	EY347285
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10308215
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	13 March 2018

## Information about this early years setting

The childminder registered in 2007 and lives in Gorton, Manchester. She operates all year round from 7.30am to 6.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Luke Heaney

### 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 his evaluation of her provision.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability.
- The inspector viewed the premises and discussed the intent of the curriculum during a learning walk with the childminder.
- The inspector observed interactions between the childminder and the children. He spoke with children throughout the inspection.
- The inspector took account of the views of parents and carers.

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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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