

Childminder report

Inspection date: 29 November 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

The childminder is kind and friendly towards the children she cares for. Children enjoy playing together as they roll balls across fabric and work together to try and stop the balls rolling off. They are confident and happy in the childminder's care. The childminder has high expectations of what children are able to achieve. For instance, she uses magnifying glasses with children to observe the changes in plants and encourages them to notice small details. This supports children to make good progress in their learning and development.

The childminder gives children consistent instructions so that they know what is expected of them. This helps children to behave well, listen and follow instructions. The childminder and her co-childminder are bilingual. This helps them to support some children who speak English as an additional language, as they are able to communicate with them in their home language and English. The childminder knows the children she cares for well. She uses her good knowledge of the children to plan purposeful and interesting activities. For example, the childminder and the children have fun pretending to make food. This supports children to use their imagination.

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

- The childminder keeps up to date with all mandatory training, such as paediatric first aid and safeguarding, so that she can meet the statutory requirements. In addition, the childminder chooses to undertake extra training relating to teaching and learning. This helps her to improve her teaching and the outcomes for children.
- The childminder recognises the importance of developing children's small-muscle skills and provides activities to help develop their hand muscles. For example, children are offered opportunities to use scissors, tape and other craft materials. This supports children to develop the skills they need for early writing.
- The childminder supports children to develop their personal, social and emotional skills. For example, they pretend to be doctors where they have to help each other get better. This helps children to show empathy, care and concern for each other.
- The childminder encourages children to test out their own ideas and explore different solutions. For example, children work out how to place pieces of the train track together and how to put shapes in the correct matching holes. This encourages children to think critically and problem-solve.
- The childminder teaches children how to count objects. This helps children to be aware of number names. However, the childminder sometimes teaches children the name of two-dimensional shapes when referring to three-dimensional shapes. This means that children do not learn all shape names correctly.

- The childminder promotes good hygiene with children and meets their care needs. For example, after changing children's nappies, she cleans the changing mat and washes her own hands. This helps to reduce the spread of germs and minimises cross-contamination.
- Children have plenty of opportunities to be active and develop their physical skills. For example, they develop their spatial awareness and coordination as they crawl through tunnels. This helps children to develop increasing control over their bodies as they are able to stop, start and turn around.
- The childminder models kindness and being polite, and she creates consistent routines for children. For example, she uses her manners when she asks children to do things. This supports children to understand the expectations of their behaviour, and they follow the rules of the setting.
- The childminder supports children to experience a range of opportunities that expand their knowledge and understanding. For example, they visit local parks where they observe animals and talk about names of baby animals. This helps to broaden children's life experiences and helps them to develop curiosity about the world in which they live.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children in her care. She is aware of the indicators that might suggest a child is at risk of harm. She knows the procedure to follow if she is concerned about children's welfare. The childminder supervises children well and keeps them safe. For example, if children try to climb on furniture, she gets them to climb down and ensures that they are not hurt. The childminder discusses safeguarding regularly with her co-childminder to ensure that they have both developed a good level of understanding.

What does the setting need to do to improve?

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

- review the curriculum for mathematics to ensure that children are taught the correct information.

Setting details

Unique reference number	EY278563
Local authority	Manchester
Inspection number	10308152
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	2 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2004 and lives in Rusholme, Manchester. She operates all year round from 7am to 10pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

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 she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together and discussed 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 the 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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