

# Childminder report

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Inspection date: 19 December 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	Not applicable
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## What is it like to attend this early years setting?

### The provision is good

The childminder provides a warm and welcoming environment in which children demonstrate that they feel happy and safe. The childminder gathers detailed information about each child when they begin to attend her setting. She uses this information effectively to help children settle and to be ready to learn. The childminder knows what children need to learn and uses this, along with each child's interests, to provide an interesting and ambitious curriculum. The childminder encourages children to share their favourite stories. They snuggle with the childminder as they turn the pages of a book and discuss the pictures. The childminder reads stories expressively. She then asks children what they can recall and remember. Children become very animated and are eager to answer questions and share their ideas. This helps to develop a love of literacy.

The childminder has high expectations of all children. Children are familiar with the daily routine and show high levels of engagement in their chosen activities. For example, children show great perseverance and determination as they mould dough with a range of tools. The childminder encourages children to think about their actions and helps them to consider what they may do differently next time. Children are kind, sociable and behave exceptionally well for their age.

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

- The childminder gives priority to developing children's communication skills. She joins in children's play and talks to them about what she sees them doing. The childminder introduces new words in conversations with children. For example, as children play with dough, she describes them 'twisting' the dough. Children quickly begin to use the word to describe what they are doing. Furthermore, the childminder sensitively models the correct pronunciation of words that children may find tricky. This helps to build upon young children's impressive communication skills.
- The childminder has a good understanding of children's mathematical development. She uses her knowledge effectively to support children's ability to count and recognise quantities. For example, as children sort different coloured pom-poms, the childminder encourages them to point and count each one before asking how many there are in total. Children confidently understand and use a range of mathematical vocabulary as they play. For instance, they describe cups as empty and full when pretending to make a cup of tea in the role-play kitchen. Opportunities such as these contribute to children's good mathematical understanding.
- The childminder has a clear understanding of the skills she wishes children to acquire before they attend school. She focuses on developing children's independence and is keen for them to be able to do things for themselves.

Children as young as two years of age confidently reach for tissues when they need to blow their nose. They know that they must put the tissue in the bin when they have finished and discuss the importance of washing their hands properly as they confidently wash in between their fingers. The childminder is always on hand to offer praise when children try doing things for themselves. This contributes to children's confidence, self-esteem and overall good levels of independence.

- The childminder provides a wide range of opportunities that children may not otherwise experience. Children enjoy a wide range of trips in the local community and further afield. They recall going to places such as flower shows, aquariums and the airport. Furthermore, children have regular opportunities to socialise with other children when attending local playgroups. Experiences such as these help children to gain an understanding of the world around them.
- The childminder is dedicated and passionate about her role. She is eager to provide the best early years experiences for all children. The childminder ensures that all mandatory training is updated to refresh key skills and knowledge. That said, opportunities for the childminder to target her professional development, to enhance her teaching skills even further have not been utilised.
- The childminder has identified what she would like to develop next to improve her setting further. For example, she would like to extend her property to provide a designated playroom. While the childminder has sought the views of parents as part of her reflection, this information is not yet consistently used to identify and plan future improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to protect the children in her care. She can recognise signs which may suggest a child's welfare is at risk. The childminder understands the action to take in the event of a concern. The childminder conducts daily risk assessments to help ensure children's safety. Furthermore, she teaches children to manage their own risk. For example, she reminds children of the importance of using a knife properly when spreading butter on their toast.

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

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

- target professional development opportunities in order to raise teaching and learning to the highest level
- seek feedback from parents and use it to improve the setting even further.

## Setting details

<b>Unique reference number</b>	2653438
<b>Local authority</b>	Salford
<b>Inspection number</b>	10308722
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	14
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates Monday to Friday from 7.30am until 5pm, all year round. except for family holidays.

## Information about this inspection

### Inspector

Denise Farrington

### 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 inspector carried out a joint observation of children's learning with the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector carried out a joint evaluation of an activity with the childminder.
- The childminder and the inspector discussed the childminder's intentions for her curriculum.
- The inspector took account of the written feedback parents provided.

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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