

# Childminder report

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Inspection date: 6 February 2024

<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 has created a warm and homely environment. Children are kind and behave well. The childminder helps children to learn positive behaviours. She is polite and respectful and encourages children to be patient, take turns and prompts them to share toys. On the occasions that children need support with managing their own feelings, the childminder calmly intervenes and gives children the reassurance they need. The childminder encourages children to persevere during activities and praises them for their achievements. Children develop a 'can-do' attitude when they find things difficult. They show pride in their achievements, which boosts their confidence. Children are supported well to develop positive attitudes to learning.

The childminder plans her curriculum that builds on children's interests. She interacts with children as they play and provides them with ideas to extend their learning. For example, children concentrate intensely as they scoop, pour and dig in the sand. Children maintain good attention as they explore the sand with different tools. The childminder encourages children's mathematical development. She asks if the tray needs 'more' and when children pat the sand, she asks if it is 'flat'. Children hear spatial language as the childminder refers to objects being 'bigger' and 'smaller' and going 'up' and 'down'. This helps to support children's early mathematical development.

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

- The childminder knows the children in her care well. She has a good understanding of what children need to learn next. However, at times, she does not always link this clearly to the specific aims of her curriculum. For example, she has identified that some children are keen to learn counting and sets up a stimulating activity. However, the intent for some planned activities is not always precise or well defined. On these occasions, children are not supported to develop their critical-thinking skills fully.
- The childminder is a good storyteller. She adapts her voice to hold children's interest in stories. Children learn to turn the pages in books and point at their favourite characters. They confidently retell their favourite stories and talk about books. Children enjoy cuddling up to the childminder and listen attentively as she reads. This supports their love of reading.
- The childminder understands the importance of promoting children's physical development. She plans activities that support children to develop the strength in their small and large muscles. For example, babies are encouraged to practise their walking skills and older children carefully use chalk to draw pictures. This helps children to make good progress in developing their physical skills.
- Children gain good independence skills. They confidently self-select their own

toys and feed themselves. The childminder teaches children how to put on their coats and shoes, ready for outdoor activities. This provides children with important skills for the future.

- The childminder supports children's healthy lifestyles and positive hygiene routines. Children have access to physical play and fresh air each day. They wash their hands regularly and learn to drink from open cups from a young age. Children enjoy healthy fruit, such as bananas, at snack time and they have access to water throughout the day. Children are developing a good awareness of the importance of keeping themselves healthy.
- The childminder gets to know children's routines from home and complements these in her setting. She has systems in place to regularly share children's progress with parents. However, she does not always work as collaboratively with parents as she could, to further support children to meet their next steps.
- Children benefit from trips in the community to help them learn about the world around them. The childminder takes children on visits to the park for exercise. Children attend a local music group to help develop their creativity. These activities also help children to develop their social skills and learn about the wider community.
- The childminder regularly reviews her practice. She has professional conversations with other childminders. The childminder completes additional courses and research for specific areas she wants to find out more about, such as developing further safeguarding knowledge.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- focus professional development on enhancing practice and the quality of education to challenge children further
- build on strategies already in place to share next steps with parents to help support continuing their children's learning at home.

## Setting details

<b>Unique reference number</b>	500508
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10312322
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	26 April 2018

## Information about this early years setting

The childminder registered in 2000, and lives in Baguley, Manchester. The childminder holds a recognised early years NNEB qualification at level 3. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Suzy Marsh

### 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 childminder.
- The childminder discussed her intentions for children's learning with the inspector.
- The inspector observed the childminder's interactions with children during a range of activities and assessed the impact these have on their learning.
- The views of parents and carers were taken into consideration.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held discussions with the childminder and spoke to children during the inspection.

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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