

Childminder report

Inspection date: 9 February 2024

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 passionate about supporting children's confidence and well-being. She is attentive as they play, acknowledging their work and giving them regular praise. Children beam with joy as she recognises their achievements. This helps to build their self-esteem. The childminder joins children's play. She models caring behaviour, such as sharing and turn-taking. Children develop good interactions as they play alongside her. Their behaviour is good. Children are happy in the care of this kind and welcoming childminder. They show they feel secure as they confidently choose the toys they want to play with.

The childminder considers how the curriculum can support children to be physically active. For example, she helps them to practise kicking and throwing balls. Children concentrate well as they roll balls up a ramp. This helps them to develop their hand-eye coordination. The childminder helps children to think about their own safety. For example, she asks children to consider if a crate is slippery before they step onto it. Children begin to think about how to keep themselves safe. Parents are overwhelmingly positive about the childminder's provision. They say that she has a 'wealth of knowledge' and that their children 'could not be in better hands'.

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

- The childminder supports her assistants to build their knowledge by using regular conversations. For example, recent discussions have helped the assistants to focus on developing children's self-care skills. They seek out opportunities where they can encourage children to complete tasks, such as putting on their own socks and shoes. Assistants develop their teaching skills, and children become increasingly independent.
- The childminder plans her curriculum well. For example, she wants to teach children about colours. She has noticed that children enjoy 'The Gingerbread Man' story. The childminder provides an activity where children can match and name colours while decorating a gingerbread man. Children engage well, and they are helped to learn the names of colours.
- The childminder is keen for children to develop their identity. She provides children with books containing photos of their families. Children's excitement bubbles as they join in conversations about the photos. They recall special family events with enthusiasm. Children begin to build their knowledge about the similarities and differences in families.
- The childminder takes children on outings to gain new experiences. For example, children join in a 'bug hunt'. They start to learn about nature as they hunt for insects. Children develop confidence as they explore new environments.
- The childminder models lovely language, using words like 'bumpy' and 'spiky' to describe objects. Children learn new words. However, the childminder sometimes

speaks for children. For example, she answers questions before they have had sufficient time to think and respond. On these occasions, children are not developing their thinking and communication skills.

- The childminder helps children to learn about their emotions. For example, she acknowledges that turn-taking is difficult and helps children to say how they feel. This helps them to regulate their behaviour.
- The childminder has a variety of resources, which she uses well to support children's learning. However, many of the resources have one purpose with little scope for children to use their imagination skills. As a result, children do not regularly experiment or develop their problem-solving skills.
- Hygiene routines are effective. The children know to wash their hands after messy activities and before eating. They are developing good hygiene habits.
- The childminder uses her observations of children to identify any gaps in learning. She knows the importance of working with other agencies to support children. For example, she highlights any concerns about children's development with the health visitor at children's two year assessment. This supports early intervention and helps to maximise children's learning and progress.

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:

- allow children time to think and respond during conversation, to develop their thinking and speaking skills
- plan the curriculum to support children's curiosity, to help them test and problem-solve.

Setting details

Unique reference number	EY499305
Local authority	Manchester
Inspection number	10317139
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	8
Date of previous inspection	10 May 2018

Information about this early years setting

The childminder registered in 2016 and lives in Manchester. She 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. The childminder sometimes works with an assistant.

Information about this inspection

Inspector

Lynn Richards

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 her early years provision, including the aims and rationale for the 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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