

# Childminder report

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Inspection date:

15 February 2024

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

The childminder uses a space within Clifton Primary School to provide a welcoming after-school club. She wants children to feel settled and to enjoy their time with her. She has developed a familiar routine which children engage well with. This helps children to have a sense of belonging. The childminder talks with children to help her understand their likes and dislikes. For example, she asks the children to help make snack choices. Children say the food is one of their favourite things about the club. They discuss healthy food choices as they eat. This helps to build their knowledge of healthy lifestyles. The childminder shows genuine interest as she talks to children about their school day and about their family lives. She knows each child well. These conversations encourage children's confidence and support their well-being.

Children of all ages play well together. Older children are happy to support their younger friends. For example, they explain the rules of games so that younger children can easily join in. The childminder encourages children to plan and make decisions together. For example, she suggests they use a vote to help them agree on which games to play. Children get used to sharing their opinions and they develop skills such as negotiation. They listen to each other and respect group agreements. Children remain busy and engaged in the activities they choose. For example, children have a tremendous time connecting straws together to make a large cube. Parents say their children are eager to attend and that the club is like a 'big family'.

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

- The childminder runs the club alongside another childminder. They have a shared vision for children to be confident and develop good social skills. They create many opportunities for children to work together. For example, children lift and carry benches together as they set up an area to play dodgeball. Children develop problem-solving and teamwork skills.
- Children are given opportunities to develop their independence. They are eager to take responsibility for jobs, such as collecting the plates and tidying activities. The childminder thanks them for their help and praises their achievements. This helps children to build their self-esteem and confidence.
- The childminder has high expectations for children's behaviour. She involves children in making and reviewing rules for the club. For example, children talk about adding a new rule around personal boundaries and physical contact. They have discussions about consent and being respectful of each other. Children think about their own safety and consider their behaviour towards others. Behaviour is good.

- Children's health is considered. For example, during physical games, such as throwing and catching balls, the childminder reminds children that they need to rehydrate with water. Children exercise their muscles and begin to think about ways to stay healthy.
- The childminder has developed good communication with school staff. As she collects children, messages about each child's day are shared from school, for example, information about any accidents or achievements. In addition, the childminder is aware of each child's individual needs. She keeps herself up to date with any strategies being used to support children. This helps children's care to be consistent.
- The childminder considers children's safety. For example, she carefully records as children arrive and when they leave. She considers the children's different ages and needs well. For example, older children can use a bathroom along the corridor, while younger children use a bathroom linked to the main room. The setting is secure and children cannot leave without supervision. This helps to keep children safe.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY453237
<b>Local authority</b>	Salford
<b>Inspection number</b>	10317152
<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>	3 to 10
<b>Total number of places</b>	10
<b>Number of children on roll</b>	20
<b>Date of previous inspection</b>	15 May 2018

## Information about this early years setting

The childminder registered in 2012 and lives in the Swinton area of Greater Manchester. She operates Monday to Friday during the school holidays from her home and Monday to Friday, 3.15pm to 6pm during term time from her additional premises at Clifton Primary School, in Pendlebury, Swinton.

## 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 childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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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