

# Childminder report

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Inspection date: 7 March 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 nurturing childminder supports children to settle quickly at this setting. Children are confident and settled in this happy and welcoming setting. They say goodbye to their parents at the door, take off their own coat and shoes and hurry inside to have breakfast or to go to the toy room. Parents are highly appreciative of the nurture and care which their children receive at the childminder's house. They say that children love coming to the setting and have settled quickly. This shows that children feel safe and secure.

The childminder encourages children to think about what they can see and hear while walking to school. Children enjoy chattering about what the birds sound like and where they might be hiding. This supports the development of their early language and listening skills well.

The childminder supports children to learn about road safety. Children know that they must stay close to the childminder while crossing the road. They understand that they need to look both ways and listen carefully for any traffic. Children know the parts of the route where they can run safely. They stop without needing to be reminded, knowing that they need to wait for the childminder. The childminder is full of praise and the children turn to look back at her proudly. This shows the high expectations which the childminder has of the children's behaviour, which they clearly understand.

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

- Children behave very well at the childminder's house. She is an excellent role model for the children and is patient, kind and calm. She clearly has a warm relationship with the children, who respond well to the positive and happy atmosphere. Children are taught to work together and share the toys and equipment. For example, even though they are excited by rolling cars down the ramp of a toy garage, they wait for their turn and share the cars. This shows their developing self-control and their respect for each other.
- Overall, the childminder's curriculum supports children's learning well. She allows them to lead their own play as well as planning interesting and exciting activities for them. Children have lots of fun choosing to stack coloured cups to build a tower. The childminder skilfully brings in mathematical language, such as smaller and bigger as she interacts with the children. However, at times, during adult-led activities she is not always sufficiently focused on precisely what she intends to teach the children. Consequently, children's learning is not always fully enhanced.
- The childminder uses every opportunity to talk with the children. She speaks slowly and clearly and gives them plenty of time to think about their reply. She

encourages the children to join in with songs and actions using different puppets. The children are highly enthusiastic as they choose the next song and puppet. Even the youngest children join in by copying the actions and saying some of the words. This demonstrates how their communication and language skills are well supported at the setting.

- Children enjoy playing outside in the well organised garden area. They clap their hands in delight as the childminder switches on a bubble machine, reaching and jumping to burst the bubbles. Children choose to play on toy bicycles or in push along cars. They work co-operatively, using shaving foam to clean the roof of one of the cars. Children concentrate hard as they stretch up to carefully make sure that the foam completely covers the roof. This supports the development of their physical skills well.
- The childminder is reflective and always striving to improve her professional skills and what she offers to the children. For example, she recently completed training on how to best support children to achieve healthy lifestyles. This prompted her to have an increased focus on aspects such as good oral hygiene and healthy eating in the setting.
- Parents work in a positive partnerships with the childminder when developing independence skills, such as toilet training. The childminder provides parents with useful daily information about their children's care and learning experiences through informal discussions at collection and drop off times. However, ideas and specific information about how to continue children's learning at home are shared less frequently.

## 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:**

- enhance planned learning experiences to focus more precisely on the specific intentions for children's learning
- promote positive partnership with parents even further, providing effective guidance to parents on how they can continue to support their child's learning at home.

## Setting details

<b>Unique reference number</b>	EY498955
<b>Local authority</b>	Salford
<b>Inspection number</b>	10317121
<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 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	3 May 2018

## Information about this early years setting

The childminder was registered in 2016 and lives in Worsley, Manchester. She operates all year round from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Sarah Gower-Jones

### Inspection activities

- This was the first routine inspection the provider 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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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