

Childminder report

Inspection date: 1 March 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 and her assistant create a happy and enjoyable environment for children. They offer consistent praise and encouragement to children. This helps children to have good levels of self-confidence, and they demonstrate positive attitudes to learning. Children are curious and eager to join in with the wide range of opportunities that are available to them. The childminder and her assistant have high expectations of children. For example, they offer lots of encouragement as children persevere using tweezers to collect the pretend bugs and put them in the correct coloured bowls. This also helps to develop children's fine motor skills and colour recognition.

The constant conversation between the childminder and children helps children to understand what is expected of them. They talk together about what they are going to do in the next activity. For example, they discuss making pizzas and the toppings they can choose from. This supports children to demonstrate good behaviour as they know the routine, and they feel they are listened too. The childminder encourages older children to help younger children. For example, older children explain how to catch toy bugs without spilling the water. This helps children to learn about the importance of helping others.

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

- The childminder and her assistant encourage children to care for each other. For example, children use dolls and copy caring for babies as they observe the assistant feeding and winding a baby. This helps children to develop their personal, social and emotional skills.
- The childminder and her assistant support children to develop a love of books. For example, they read stories together and undertake a range of activities, such as drawing and painting pictures about the story. This helps children to know the story well and to retell the narrative in the correct order.
- Children have daily opportunities to develop their early literacy skills. For instance, younger children experiment with marks in paint and older children practise writing their own name. This supports children to be well prepared for their next stage in learning.
- The childminder plans and implements a broad curriculum for mathematics. For example, children count objects and recognise colours and shapes as part of their daily activities. As a result, children have a good knowledge of shape, number and colour.
- The childminder uses a good range of language with children. For example, they talk about cocoons, antennas and caterpillars. This supports children to use a growing breadth of vocabulary when they talk about what they know.
- The childminder and her assistant work closely together to support each other in

improving the service that is offered to children. For example, they observe each other and talk about how they can improve children's learning and development. This helps to ensure a good standard of practice and supports children to make good progress in their learning and development.

- Children benefit from opportunities to explore and investigate. For example, they take great pleasure using nets to catch the toy bugs in the water. They also enjoy pouring and tipping water into different-sized containers. However, sometimes, the childminder and her assistant are too eager to help children. For example, they explain what is happening to the water before children have the opportunity to think for themselves. This means that children do not always have enough time to think critically, in order to solve problems.
- The childminder gives children lots of explanations about how things work. For example, she explains to children how bees get pollen from flowers and how Swiss cheese has holes in it. This helps to extend children's understanding about the world around them.
- The childminder and her assistant have undertaken statutory training, such as paediatric first aid and safeguarding. However, they have not undertaken professional development opportunities to enhance further their subject knowledge. This means that interactions with children do not always contribute to all aspects of the curriculum intent.

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:

- engage in a focused programme of professional development, in order to improve the teaching of the curriculum further
- extend opportunities for children to think critically and solve problems.

Setting details

Unique reference number	EY251422
Local authority	Manchester
Inspection number	10312268
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 11
Total number of places	12
Number of children on roll	15
Date of previous inspection	25 April 2018

Information about this early years setting

The childminder registered in 2002 and lives in the Northenden, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder works with an assistant. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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