

Childminder report

Inspection date: 16 January 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, confident and well cared for. The childminder recognises and responds to children's needs with kindness and respect. Her calm, nurturing and caring manner helps all children to settle happily. For instance, babies readily snuggle into the childminder for cuddles and reassurance. Older children benefit from the individual attention they need to help them to feel valued. The childminder has high expectations of children. She encourages children to play well together. This helps older children to develop the social skills they need for their next stage of learning.

Children behave well. The childminder has high expectations for their behaviour and conduct. Children start to understand the routine of the day, and they follow instructions well. The childminder is a good role model for children. She patiently explains to them the importance of sharing toys and taking turns. The childminder understands how to develop children's independence skills. She encourages children to do things for themselves. For example, younger children feed themselves at lunchtime. The childminder supports older children to make progress in acquiring the skills they will need for school, such as washing their own hands and using the toilet independently.

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

- The childminder's learning environment supports the delivery of her curriculum. She is confident in describing how her curriculum covers the areas of learning. However, occasionally, the childminder does not always have a clear enough understanding of the specific skills she wants children to learn next to raise their achievements even further.
- Overall, the childminder supports children's communication and language skills well. She engages in two-way conversations with older children. However, occasionally, the childminder does not consistently give younger children the opportunity to repeat words and phrases in response to her interactions.
- The childminder shares stories and rhymes with children. Children cannot contain their excitement as they look on the song board and choose a picture. They are eager to sing. Younger children join in enthusiastically with actions. In addition, children benefit from attending story sessions at the library. Children develop their listening and recall skills, which will later help them when they learn to read.
- The childminder incorporates mathematical learning throughout activities. This includes helping children to count and sort objects according to their colour. The childminder makes good use of opportunities that arise in songs to support children's mathematical knowledge. Children learn to count independently in sequence and name colours. This helps children to understand simple

mathematical concepts.

- Children's physical development is well supported. The childminder provides a range of opportunities for children to develop their physical skills. Children go for walks daily and visit parks. Inside, the childminder offers children opportunities to develop their fine motor skills. Children use toy cars to make marks in flour and have lots of fun filling and scooping it into cups. The childminder shares information with parents so they can support their children's physical development at home.
- The childminder makes her expectations clear to children. Children respond well to instructions and understand the well-structured routines of the day. For instance, children happily collect their coats before going outside. The childminder teaches children to be kind and respectful. She reminds children to tidy up after they have finished an activity. Children learn to listen and follow instructions well
- The childminder evaluates her work and sets goals to build ongoing improvements. For instance, she plans to enhance her knowledge on how to support children with special educational needs and/or disabilities.
- The childminder builds good relationships with parents. She provides them with photos and videos about their children's experiences in her care and talks to them about what they are learning. This helps children to benefit from a consistent approach to meeting their care and education needs.

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:

- strengthen knowledge of the skills children need to learn next to enhance the delivery of the curriculum
- focus more precisely on supporting younger children's emerging communication and language skills.

Setting details

Unique reference number	2656839
Local authority	Manchester
Inspection number	10260099
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 9
Total number of places	4
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2021 and lives in Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for family holidays, bank holidays and two weeks at Christmas. The childminder works with one other registered childminder. She holds an early years educator qualification at level 3. The childminder provides government funded childcare.

Information about this inspection

Inspector

Liz Thomson

Inspection activities

- The childminder showed the inspector around all areas accessed by children and discussed her intentions for children's learning.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector and childminder carried out a joint evaluation of an activity.
- The inspector took account of written testimonials and views of parents.
- The inspector viewed relevant documentation.

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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