

Childminder report

Inspection date: 9 October 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled with the welcoming childminder. As a result, they form secure attachments with her. Children who have recently joined the setting are already settled and emotionally secure. Children frequently cuddle up to the childminder, involve her in their play and show that they feel safe in her care.

Children explore the community with the childminder. They visit the local playgroup. This enables them to practise their emerging social skills in larger groups and build new friendships. The childminder helps children to gain experiences and knowledge of the world around them. For instance, children attend local festivals that celebrate diversity. They learn about different traditional dress and have fun dancing to Indian music. These activities develop children's understanding and curiosity about the world around them.

The childminder works closely with parents to find out what children already know and can do before they start attending her setting. She builds her curriculum and provides planned and spontaneous opportunities based on the children's individual needs and interests. The childminder considers what she wants children to learn next. All children, including children in receipt of additional funding, make good progress from their starting points and are ready for the next steps in their education, including school.

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

- The childminder develops children's communication and language very well. She makes sure that children have a voice and are listened to. The childminder comments on children's play and extends their language well. She introduces new vocabulary, such as the names of different fruits and words like 'ripe' when describing strawberries and bananas. Children learn to be confident communicators in this setting.
- Babies freely access books, which are displayed attractively around the setting. They show how they enjoy books. As they cuddle up to the childminder with their chosen book, they point to pictures, turn pages and try hard to repeat words and sounds. All children develop a love of books from an early age.
- The childminder knows the children well and plans for learning based on their likes and preferences. She identifies what children can do and introduces new skills to develop their understanding. The childminder provides appropriate resources to support younger children's physical development. For example, children who are learning to walk enjoy singing and doing the actions to 'Row, Row, Row Your Boat'. The childminder encourages them to pull themselves up from the sitting position to standing using her hands. This supports their balance and helps them to develop their large-muscle skills.

- The childminder has high expectations for children's behaviour. She provides clear routines and boundaries, which ensures that children are confident to explore the environment. Furthermore, the childminder models warm and responsive behaviour with children. Children are gently distracted and spoken to about any unwanted behaviour. Children's behaviour is good, and they demonstrate positive attitudes to learning.
- Children are keen to play alongside the childminder. The childminder is mindful of involving the youngest children and adapts activities to match their needs. For example, Babies enjoy using a range of tools, such as brushes and forks, to make marks with paint. However, the childminder swiftly moves the paint out of reach as babies excitedly reach for the paint and try to explore the texture with their hands. Therefore, babies do not consistently benefit from experiences to further enhance their exploration and creativity.
- The childminder is passionate in supporting children to learn healthy lifestyles. Babies are encouraged to clean their hands after nappy changes and before their meals. From an early age, they learn about the significance of good hygiene practices. In addition, the childminder ensures that the home-cooked meals and snacks are balanced and healthy. This supports children to learn how to make healthy food choices.
- Partnerships with parents are strong. The childminder puts considerable effort into accommodating the needs of working parents. She offers helpful suggestions on how parents can support their children's care and education, including advice on sleep routines and healthy eating. Parents are delighted with the childminder's regular updates on their children's progress. They appreciate the childminder's kind and welcoming nature, which fosters a positive and collaborative relationship.
- The childminder attends childminder support groups with her peers to help keep up to date with changes in early years. Furthermore, she regularly accesses training on topics such as autism to enhance her skills and to learn effective ways to support children with special educational needs and/or disabilities. The childminder is reflective and is passionate about improving her practice to ensure that all children make 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:

- give children time to explore and investigate to enhance their creativity further.

Setting details

Unique reference number	307391
Local authority	Salford
Inspection number	10351360
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	0 to 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	30 October 2018

Information about this early years setting

The childminder registered in 1996 and lives in Worsley, Manchester. She operates all year round from 8am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- 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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