

Childminder report

Inspection date: 2 February 2022

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

Children arrive at the setting happy and eager to enter. They part from their parents at the door with ease. Children are confident and enjoy talking about what they are doing. They play well with their friends. Children share and take turns with some gentle reminders from the childminder. The childminder has high expectations for all children. Children have a safe space to play with purpose. They show high levels of focus and concentration in their play. For example, children enjoy playing with a large tray of rice. Children spend time filling and emptying different containers, such as pans and funnels. Later, they return to the activity to hide toy animals and have great fun finding them.

Children learn the importance of hand hygiene through regular handwashing practises. They are developing their independence skills well. Children are learning to use the toilet with the support of the childminder. They enjoy nutritious home-cooked meals together at the table. Children confidently use a knife and fork to feed themselves. During this time, they talk to each other about what they have been doing that morning and what they are going to play with next. Children receive lots of reassurance from the childminder throughout the session. This has helped them to settle back in during the COVID-19 pandemic.

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

- The childminder plans activities that capture children's interest. She has a clear idea of what she wants children to learn next. The childminder is helping children develop the skills they need for their next stage in learning. For example, children follow instructions well; they put on their own coats before playing outside and they enjoy exploring different experiences. However, at times, the childminder does not always recognise opportunities to challenge children as they play. For example, when she can introduce them to new ideas and extend their learning even further.
- Children enjoy singing familiar songs as they play. The childminder reads to children every day. Children pick different books and take them to the childminder to share. The childminder supports children's speech and language development well. She models new words during children's play. Children use their voices well to express themselves.
- Children behave well in this setting. They follow the rules, such as walking inside. Children make decisions and lead their play. The childminder uses lots of praise to encourage positive behaviour. Children show care and concern for each other. Older children enjoy showing babies how to use toys.
- Children spend lots of time outside in the fresh air and get lots of exercise. For example, children go on regular walks and visit the park. Children visit the local scout hut where they grow their own vegetables and flowers. Children then

enjoy eating the vegetables which they have grown, such as carrots. This helps them to understand where food comes from.

- The childminder is supporting children to learn about what makes them unique. She plans a variety of activities that help children to learn about the diverse world around them. For example, children were recently invited to learn about Chinese New Year. This helps children to develop a respect for different cultures and ways of life outside of their own.
- Parents comment that they are happy with the care that the childminder provides their children. Parents feel that the setting is safe and comment that their children are happy. Parents express that the childminder has supported their children well during the COVID-19 pandemic. The childminder offers parents guidance on how they can continue to support children's learning at home.
- The childminder has kept up to date with her mandatory training courses. However, opportunities to enhance her wider professional development have not been fully considered to enable her to support children's learning to the highest standard.
- The childminder is aware of how to support children with special educational needs and/or disabilities. She has good links with other professionals. These enable her to ensure children are receiving early help in a timely manner. Therefore, all children are making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding. She is aware of the possible signs and symptoms of abuse. The childminder knows how to correctly report concerns about the welfare of children. She is aware of how to report allegations made against her or members of her household. The childminder is trained in paediatric first aid. She records children's accidents and shares these with parents. The childminder regularly checks her environment to ensure it is kept safe for children. Children frequently join in with the emergency evacuation drills. This helps them to learn how to stay safe, for example, in the event of a fire.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- enhance the support offered to children during their play to extend learning even further
- engage in further professional development opportunities to continue to raise the quality of practice to an even higher standard.

Setting details

Unique reference number	318173
Local authority	Trafford
Inspection number	10066467
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	0
Date of previous inspection	30 June 2016

Information about this early years setting

The childminder registered in 1986 and lives in Timperley, Altrincham. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

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 her evaluation of the provider.
- The childminder spoke to the inspector about her intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed and discussed with the childminder how the curriculum is implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.

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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