

Childminder report

Inspection date: 3 May 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 provides a welcoming and nurturing environment for children to explore. Children benefit from building a secure relationship with the childminder. For example, the childminder will greet the children with warm and positive interactions. This helps children to settle quickly. Additionally, younger children, who are new to the setting, seek a reassuring cuddle from the childminder. This shows the settling-in process is effective and children feel safe.

The childminder sets high expectations for children. They benefit from opportunities to develop their independence skills. For example, children burst with pride as they practise putting their coats and shoes on before they go outdoors to play. This enables children to develop their own self-care skills. Furthermore, the childminder gives consistent encouragement and praise to acknowledge children's achievements. This boosts children's self-confidence and helps them to develop a positive attitude to learning.

Children understand the boundaries set in the setting and they develop close friendships. For instance, while exploring the different-coloured bricks together, they share and take turns. Furthermore, they learn to look after living minibeasts, such as worms and snails, on a local minibeast hunt in the park. This all supports children to develop a kind and respectful attitude towards living things.

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

- The childminder has built a clear curriculum which focuses on children's current interests and next steps in learning. Older children benefit from meaningful learning opportunities to further their development. However, during planned activities, the childminder is unclear of the specific learning intent for younger children. As a result, younger children become disengaged in their learning.
- The childminder promotes good hygiene routines. For example, children wash their hands with soap and water after playing outside. Additionally, children learn to wipe their own nose. This supports children to understand the importance of personal care.
- Children's communication and language is promoted effectively. The childminder introduces single words to younger children, such as 'train' and 'brick', during their play. In addition, older children engage in back-and-forth discussions with the childminder. For example, older children discuss how they have bones in their body. As a result, children begin to broaden their vocabulary.
- The childminder promotes children's mathematical development throughout the day. She uses storybooks to engage the children in counting, recognising numbers and colours. For example, children recognise the colour red and engage in an activity to find matching colours in the environment and count to

10 at the end. This helps children to build on their counting skills and begin to solve problems.

- The childminder has kept her knowledge up to date by completing mandatory training. Additionally, the childminder is reflective of the environment she provides for children. However, she does not always tailor her own professional development to enhance her understanding of how younger children learn. Therefore, younger children are not always provided with meaningful activities to support their development.
- Children love to explore their local community. The childminder provides learning opportunities to enhance their development. For instance, older children happily engage in a minibeast hunt in the woodlands. Younger children practise walking around the park. This enhances their physical skills. In addition, the childminder plans regular visits to the local bakery, museum and farm. This enables children to develop a sense of belonging in the local community.
- The childminder builds positive relationships with parents. They receive regular updates on their child's development. In addition, the childminder supports parents with ideas on how to support children's next steps in learning at home. This all helps to maintain continuity in children's learning.

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 the specific learning intent of planned activities to support younger children and keep them engaged in their learning
- focus professional development opportunities more sharply on how younger children learn.

Setting details

Unique reference number	318208
Local authority	Trafford
Inspection number	10335732
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 8
Total number of places	6
Number of children on roll	8
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder has been operating since 1991 and lives in Urmston, Manchester. She provides care all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Danielle Kelly

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 spoke to the inspector about how she organises her early years setting, including the aims and rationale for her curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- 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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