

Childminder report

Inspection date: 21 January 2025

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 children with a variety of learning experiences. She makes good use of the facilities in the local area so that children benefit from a variety of play environments. For example, the childminder supports children to learn about cultural differences, road safety and healthy lifestyles as they visit the park and playcentres. This helps children to develop their understanding of the wider world. The childminder knows children and their families very well. She builds on children's experiences, interests and fascinations to offer a range of activities that extend their learning.

The childminder promotes positive behaviour by helping children to manage their emotions, in a calm and caring way. She provides support during moments of upset, and reinforces positive behaviour by modelling how to ask for desired resources. Children enjoy the childminder's cuddles, comfort and reassurance. As a result, children develop good behaviour, positive attitudes to their learning and the skills to play cooperatively.

The childminder creates a warm, nurturing and well-organised environment, where children feel safe, secure and valued. The childminder has a good understanding of child development and plans activities that keep children motivated and engaged in learning. She creates enthusiasm for learning by focusing on children's interests, alongside what they need to learn next. For example, younger children enjoy matching shapes to create their favourite dinosaurs. The childminder blends adult-led and child-initiated play, to keep children engaged for extended periods and support their progress across the areas of learning.

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

- The childminder undertakes appropriate training sessions and webinars. She successfully applies newly acquired knowledge to her practice. This enables the childminder to drive improvement. The childminder ensures that she is up to date with any changes to guidance and legislation.
- The childminder supports children's physical health and well-being. She implements a curriculum that supports children's physical skills. Together, the childminder and children frequently go out on trips. Children learn about staying safe and interact with people in the community. This helps children to learn about people and cultures that may be different to their own.
- The childminder's curriculum intent is implemented well, overall. For example, she recognises those children who may have gaps in their learning and finds interesting ways to work with them. The childminder observes and assesses children's development. This helps her to identify their next steps in learning. However, the childminder does not consistently plan activities to help further

extend children's learning.

- The childminder understands how to identify any delays in a child's development. She takes appropriate action to liaise with parents and carers, and then external professionals to ensure that the support is effective. The childminder is reflective in her approach and strives to provide children and families with the care and support they need.
- The childminder works closely with parents and other settings that children attend to exchange information about children. She provides parents with useful ideas to support children's continued learning at home. Parents appreciate the childminder's approach to supporting their children's behaviour. They speak highly of the service she provides.
- The childminder includes mathematics naturally in her daily activities and routines. She provides opportunities for children to count and develop shape recognition. The childminder helps children to understand mathematical language. For example, she discusses the names and properties of two-dimensional shapes as children match them up to a template. This helps to build children's awareness of basic mathematical concepts.
- The childminder encourages children to do things for themselves. She provides resources that are accessible to all children. The childminder allows space and time for children to develop and practise the skills they need to carry out tasks for themselves. Children learn about good hygiene and self-care routines at snack and nappy changing times. As a result, all children are independent and develop healthy habits.
- The childminder ensures that children are emotionally ready to learn. She has effective settling-in arrangements for new children. For example, the childminder arranges these sessions so that children can begin to form connections with her. She is skilled in supporting children to welcome new experiences. As a result, children form strong attachments quickly.

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:

- review how to implement the curriculum more effectively, to ensure that all children are able to extend their learning during activities.

Setting details

Unique reference number	318545
Local authority	Trafford
Inspection number	10364092
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	2 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2000 and lives in the Sale area of Manchester. She operates her childminding provision from 8am to 6pm, Monday to Friday, all year round, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The childminder and inspector discussed how the curriculum is implemented and the impact on children's learning.
- The inspector observed the interactions between the childminder and 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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