

Childminder report

Inspection date: 12 December 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

Children demonstrate that they feel happy and secure in the care of the kind and caring childminder. She is attentive to their needs and has warm bonds with them. For instance, children snuggle up to her during story time and when they need reassurance. This helps the children in her care to feel welcome and secure. The childminder consistently encourages and praises children during their play, which helps to build their confidence and self-esteem.

The childminder provides a welcoming home with good access to a wide range of toys and resources. She follows children's interests well and recognises opportunities to teach new skills as they arise. For example, when children pick up a spider puppet, she sings 'Incy Wincy Spider' and models the actions to the song. Children's communication and language are effectively supported. The childminder offers a narrative to their play and clearly highlights key language. Children listen intently as the childminder reads favourite story books using lots of expression. As a result, children are developing a love of books and developing early literacy skills.

The childminder supports children's behaviour well and is a good role model. She uses praise and encouragement suitably to help children to learn. For instance, the childminder congratulates children when they make prints with paint on their paper. Children of different ages play cooperatively alongside each other and begin to form strong friendships from a young age.

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

- The childminder builds strong partnerships with the local school and pre-school that children attend. She understands the importance of sharing information. She supports children's transitions to school, sharing information with teachers and facilitating visits. The childminder has a good understanding of the skills children require to support their transition further. For example, the childminder ensures that children are confident and independent. The childminder ensures that children receive a smooth transition into their next learning environment.
- The childminder attends various groups with other childminders and shares good practice. She regularly reflects on her setting and identifies areas she can develop further. The childminder undertakes training to update her knowledge. For example, she has recently completed training to better support children's behaviour and self-regulation in addition to training on the care of babies. Training is carefully prioritised to have a direct, positive impact on children's experiences and outcomes.
- The curriculum has a strong focus on promoting children's communication and language skills. For example, children enjoy taking part in music sessions, listening to stories and talking with one another. The childminder talks to

children about what they are doing as they play. She asks children questions and introduces new words to help extend children's language skills. Children are confident communicators.

- The childminder takes children on many outings to local places of interest, such as the park and the library. She plans some activities to help children learn about the world they are growing up in. For instance, she explores different religious festivals with the children in her care, such as Chinese New Year and Christmas. However, the childminder has not fully considered how to help children learn extensively about people and communities beyond their own. This means that children do not gain a broader knowledge and understanding of the diverse community that they are growing up in.
- Children show enthusiasm for learning. The childminder offers choices about their play. This ensures that children thoroughly enjoy activities and experiences. The childminder encourages children to try tasks for themselves. For example, children show resilience when they try to take off their own shoes. They develop the ability to keep on trying and have confidence in their own abilities.
- Key-person relationships are very effective. Interactions are kind and gentle, and the childminder has warm, trusting relationships with children in her care. Older children who she cared for as young children return to her after school and in the school holidays and continue to have strong and caring relationships with her.
- Parents are highly complimentary of the care and education the childminder provides. They comment on how she has supported their children and feels like part of the family. The childminder provides regular feedback to parents on what the children have been doing. This supports parents to continue their child's education at home.

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:

- support children to gain a deeper understanding of diversity in the community in which they live.

Setting details

Unique reference number	318552
Local authority	Trafford
Inspection number	10367400
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 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	7 February 2019

Information about this early years setting

The childminder registered in 2000 and lives in the Timperley area of Altrincham. She operates all year round from 8am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Vicki Brown

Inspection activities

- The inspector observed the interactions between the childminder and the children and the impact the teaching has on their learning and development.
- The childminder talked to the inspector about her early years foundation stage curriculum and what she wants children to learn.
- The inspector spoke to parents as part of the inspection.
- The inspector discussed the arrangements for the safeguarding of children and the childminder's reporting procedures.
- The inspector joined the childminder on a walk with children.
- The childminder and the inspector discussed professional development and how the childminder evaluates her provision and the current areas that are identified for improvement.

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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