

Childminder report

Inspection date: 1 November 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 enjoy their time with the childminder in her safe and welcoming home. They are well settled and form secure attachments. Children are confident to seek out the childminder for reassurance and cuddles. Children are eager to explore the well-planned environment and the resources on offer. They make their own choices about where they would like to spend their time. Children have access to a large outdoor space, which the childminder plans to support their physical skills. The childminder reads stories to children about visits to the dentist. Children demonstrate an awareness of good oral hygiene. They confidently access the dental resources and brush their own teeth. This supports children to learn ways to keep their bodies healthy.

The childminder ensures that her curriculum helps children to make the progress they are capable of. She gives them opportunities and experiences to support their knowledge of the wider world. For example, children regularly visit the park and attend playgroup sessions at the local children's centre. This gives children the opportunity to be part of their community and develop their social skills. Children play well with their peers. They enjoy role play using dolls and shopping baskets. Children demonstrate age-appropriate turn-taking skills.

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

- The childminder knows children well and plans learning to meet their individual needs. She uses her good knowledge of child development and regular monitoring to support children's progress. The childminder encourages children to be curious and independent learners. However, she does not plan opportunities for children to explore the safe use of technology.
- Through regular observations and interactions with children, the childminder quickly identifies any gaps in their learning. Along with discussions with parents, she puts interventions into place to support any gaps in children's development. All children make good progress over time.
- High-quality interactions support children's communication and language skills. The childminder engages in back-and-forth conversations with children. For example, she encourages children to discuss what they are having for their snack. The childminder provides plenty of opportunities for children to sing and read stories. Children show enjoyment as they repeat familiar words from stories. Children become confident communicators.
- Children learn to be independent and develop skills, such as managing their own personal care needs. Children access their own water bottles containing fresh drinking water throughout the day. They build up their resilience and confidence, such as when doing tasks for themselves.
- Overall, partnership working is effective. Parents speak highly of the childminder.

They comment on the strength of communication and the trips the childminder provides. Parents are grateful for the updates the childminder shares, such as children's next steps in development. However, the childminder has not yet extended her information sharing to other settings that children attend. This does not support continuity in children's education.

- Children form strong friendships with each other. They demonstrate kindness through sharing their toys and resources. The childminder is a positive role model to children. She gently reminds children of routines and her expectations for their behaviour. As a result, children behave well.
- The childminder supports her professional development in a variety of ways. For instance, she keeps up to date with any changes through internet reading. The childminder works closely with other childminders, which provides a network of support. The childminder has accessed and used training in communication and language to support children's development. She consistently develops her skills to support the needs of the children in her care.
- Children learn how they are unique. For example, during a play-dough activity, the childminder discusses how children have different coloured eyes and the types of hair they have. This supports children to understand similarities and differences.

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:

- enhance the curriculum to include opportunities to support children's understanding of keeping themselves safe online
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

Setting details

Unique reference number	500516
Local authority	Manchester
Inspection number	10355445
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 2
Total number of places	6
Number of children on roll	2
Date of previous inspection	29 November 2018

Information about this early years setting

The childminder registered in 1994 and lives in Gorton, Manchester. She operates all year round, from 8.45am to 6pm, Tuesday and Friday, except for bank holidays and family holidays. The childminder offers government funded childcare.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector and childminder carried out a joint observation.
- The inspector took account of parent's views from their written feedback.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- Children spoke with the inspector during the inspection.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- The inspector observed the quality of interactions between the childminder and children.

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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