

Childminder report

Inspection date: 14 December 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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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 thrive in the nurturing care of this childminder. They are engaged and interested in the curriculum and resources on offer. The passionate childminder shows genuine care and strong commitment to every child. She has immensely high expectations for all children. Children eagerly take every opportunity to learn new skills. They are kind and mature for their ages. Children confidently recall their previous learning. For example, they discuss how to make a healthy pizza with cheese and tomatoes. Children explore their feelings through songs, stories and discussions. Children can talk about their emotions confidently and explain when they are feeling upset. This means the childminder can help them to deal with their feelings and emotions.

The childminder is extremely proud of the children. She is clearly happy when children master a new skill. This support is reflected in children's excellent behaviour. Children are respectful and have an infectious desire to explore and learn. They are motivated and curious learners. The childminder recognises that children have experienced fewer opportunities outside of the home due to the COVID-19 pandemic. She has ensured children are supported to develop their confidence and social skills. She has established a supportive and nurturing relationship with all children. Children show confidence as they eagerly engage in conversations and express their choices. They show that they feel valued, safe and secure with the childminder.

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

- The childminder has a strong desire for every child to succeed. She has created a curriculum that is engaging for all children. The childminder adapts the curriculum to fit each child's unique needs. Her commitment to provide individual learning truly benefits every child. This approach ensures all children make good progress.
- Children are very well supported to develop their physical skills. They enjoy a daily walk to the park and have lots of fun as they run and climb in the garden. Children develop their coordination and balance as they participate in dance and exercise sessions. They strengthen their hands as they use tweezers to sort coloured balls into matching bowls. These activities help children develop skills that will benefit them when they start school. As a result, children are well prepared for the next stage of their learning.
- Children's communication and language development is a key focus of the childminder. Interactions are of high quality. The childminder consistently models correct language; she asks children thought-provoking questions that start lively discussions and engage children to work collaboratively. For example, the childminder encourages children to share resources and help their friends.

This helps children to develop respectful attitudes and develop problem-solving skills.

- The childminder is truly reflective about her practice, and she constantly strives to improve experiences for children. The childminder adopts a nurturing approach. She reassures children that they are important and she is listening to them. This helps children to feel secure, and their behaviour is excellent. Children are consistently motivated and ready to learn.
- The childminder extends her knowledge and completes training. However, this is mostly mandatory training. This means professional development opportunities are not focused precisely enough to further raise the good quality of teaching to a higher level.
- The childminder has established a close working network of local childminders. She makes arrangements to monitor her own practice and that of others, with a view to improving. All children benefit from good teaching and meaningful learning.
- Care routines are effective. The childminder reminds children to cover their mouths when they cough. Children wash and sanitise their hands before and after mealtimes and after they use a tissue. Children learn about effective hygiene routines.
- Children eagerly eat a range of vegetables at lunchtime and discuss how drinking water helps them to stay healthy. This supports children to gain a good understanding of how to keep themselves healthy.
- The childminder involves parents in their children's learning. She provides parents with daily updates and photos of their children's experiences. Parents receive ideas of how to support children's learning at home. As a result, children benefit from a consistent approach to their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection. She understands her role in helping to keep children safe from harm. The childminder attends regular safeguarding training to keep up to date with changes in legislation. She has relevant procedures in place, should she need to report any concerns about children's welfare. The childminder completes daily checks of her setting to ensure that it is safe for children. She helps children to understand how to keep themselves safe in their play.

What does the setting need to do to improve?

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

- develop ways to engage in professional development opportunities, to raise the quality of teaching even further.

Setting details

Unique reference number	503117
Local authority	Manchester
Inspection number	10264273
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	9 June 2017

Information about this early years setting

The childminder registered in 2002 and lives in the Woodhouse Park area of Manchester. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

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 provision.
- The inspector observed the quality of education being provided.
- The childminder spoke to the inspector about the intentions for children's learning.
- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- Parents and children shared their views on the setting.

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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