

# Childminder report

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Inspection date: 24 October 2024

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|                         |             |
|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
|---------------------------|-------------|

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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

The childminder has established a calm and harmonious atmosphere in her home. Children greet new visitors with curiosity and confidence. Children cuddle up with the childminder as they share favourite stories. They lean into her, relaxing their bodies and demonstrating they feel, happy, safe and secure. Children behave well. They respond positively to the childminder's request to tidy up and move on to new activities.

The childminder has created an ambitious curriculum. She challenges young children to write shopping lists using lightweight drawing tablets. Children say 'red peppers', 'beans' and 'peas' as they point to their early writing. This activity helps children to make sense of the marks they make and develops their literacy skills. The childminder has an array of books that are available to children. They join in with the repeated words and phrases from the story of the Gruffalo and complete the rhymes with skill and confidence. Children demonstrate their good physical skills. They use their developing hand and finger muscles to roll and shape dough. They use cutters and pressing tools with skill. The childminder and children take part in daily yoga sessions. Children show off their yoga poses. They balance on one leg and move their bodies in different ways. This daily practice helps children to feel strong, happy and calm.

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

- Books are a key feature of the curriculum. The childminder is skilled at reading to children and choosing texts that support other areas of learning. She seamlessly weaves in the teaching of mathematical concepts and phonics skills into her story times. For example, she pauses for children to complete the rhymes in the story. She encourages children to develop their sense of number by talking about what they can see in the pictures and counting to check. This helps children to connect their ideas.
- The childminder has a secure knowledge of how children acquire language and comprehension skills. She describes a range of effective strategies, such as being face to face, speaking clearly and giving children time to respond. However, this knowledge is not consistently applied in practice. The childminder asks lots of closed questions during activities in quick succession. As a result, children do not consistently use their emerging language and thinking skills fully.
- The childminder supports children effectively to manage their 'big emotions'. When children show their frustration, she offers calm explanations and distracts them with a change of focus. She uses targeted resources, such as mirrors, stories and emotion peg dolls, to help children identify and express their feelings. This works well. As a result, children quickly settle down happily and return to their play.

- The childminder promotes the good health of children. For example, she has good hygiene procedures in place for mealtimes and nappy changes. She supports children's learning about oral health. She plans stimulating activities that encourage children to talk about toothbrushing and removing 'plaque and germs' from their teeth. This helps children to understand important oral health messages in a fun and age-appropriate way.
- Parents value the care, the range of activities and the flexibility of the childminder. She shares ideas of ways they can support their child's learning at home and provides updates on their progress. Where there are concerns or delays, the childminder responds quickly. She works with parents to plan appropriate experiences to help bridge any gaps in learning. This consistency helps children to make swift progress.
- The childminder has maintained her commitment to ongoing training and professional development. For example, she attends conferences to refresh her approach and learn about the latest sector updates and ideas for childminders. She works in partnerships with other professionals, such as regional advisers, other settings and local schools. These partnerships offer opportunities to share expertise and strengthen support for children's learning and development.
- Children have many opportunities to learn about their local community and the wider world. They attend local playgroups and learn to socialise in larger groups. They go on outings where they visit gardens, explore historic buildings and learn about farm life. This helps children to broaden their horizons and develop their knowledge and understanding of the world around them.

## 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:**

- use and apply knowledge consistently of effective communication strategies to further enhance the quality of interactions and to provide more opportunities for children to use their language and thinking skills fully.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 504141                                                                            |
| <b>Local authority</b>                             | Salford                                                                           |
| <b>Inspection number</b>                           | 10355244                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 2 to 3                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 3                                                                                 |
| <b>Date of previous inspection</b>                 | 22 November 2018                                                                  |

## Information about this early years setting

The childminder registered in 2001 and lives in Swinton, Manchester. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 5.

## Information about this inspection

**Inspector**  
Rachel McHugh

## Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.

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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