

Childminder report

Inspection date: 10 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 feel happy and secure in this home-from-home environment. They love spending time with the childminder and eagerly enter her home to play. The childminder has formed strong and loving bonds with the children, and they settle quickly.

The childminder's curriculum emphasises the importance of independence and developing confidence in all areas. This ensures that children have the skills they need to support their future learning. The childminder plans her curriculum around the children's interests and developmental next steps. As part of her curriculum, children enjoy many experiences in the community. For example, they visit local libraries, parks and soft-play areas. They also learn about the world around them. Children join in seasonal singing sessions at the library. This helps children to meet other children and build their social skills.

The childminder gathers important information from parents about children's development, likes and dislikes. She uses observations and assessments to establish what children already know and identify what they need to learn next. This helps to ensure that the childminder's curriculum is unique to each child. Activities are based on the children's current interests, which contributes to their engagement and motivation through varied and interesting experiences.

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

- The childminder helps children to learn about differences and other cultures. Children look at books in the library about different cultures and celebrations. They learn about different festivals, such as Chinese New Year, Eid and Diwali. This helps to give children experiences that extend their understanding of the world.
- Children access a range of physical activities to help strengthen the small muscles in their hands. The childminder supports children to make marks. For example, they paint using their hands and feet and use their fingers to tear strips from tissue paper. Very young children have many opportunities to develop skills of grasping and holding. They concentrate well and show good hand-eye coordination. They know if they press a button on a toy, something will pop up. This helps to prepare children for the early stages of writing.
- The childminder values her continuing professional development and undertakes regular training to keep her mandatory knowledge current. In addition, she gathers feedback from parents to enhance her provision further. However, the childminder does not actively identify and use other professional development opportunities to inform her practice and raise the quality of teaching even higher.
- Children are very comfortable with the childminder. The childminder sits with

young children as they interact with her to point and make sounds for what they want. She responds in a calm and loving manner. The childminder understands sequential development steps and encourages smaller body movements for babies who are learning to crawl. This means that children's physical abilities are fully promoted.

- The childminder understands the importance of promoting children's good health. She provides children with healthy snacks, meals and fresh drinking water. In addition, the childminder regularly takes children out into the garden, to the local park and soft-play centres. This enables them to access more physically challenging equipment and learn to take calculated risks in their play.
- Children's language and communication skills are well supported. The childminder engages in their play, where she responds positively to interactions and introduces new vocabulary. The childminder has the highest respect for children of all ages and treats every conversation in this manner. As a result, children are confident in their communication skills and are well supported.
- Partnerships with parents are positive and effective. The childminder keeps parents well informed about their children's day. She shares information about what children have been learning. This helps parents to continue their children's learning at home. Parents are complimentary about the caring nature of the childminder and the education their children receive.

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:

- target continuous professional development more effectively to further build on positive outcomes for all children.

Setting details

Unique reference number	EY136626
Local authority	Trafford
Inspection number	10364094
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 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	24 January 2019

Information about this early years setting

The childminder registered in 2001 and lives in Ashton-on-Mersey, Sale. She operates all year round, from 8am to 6.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Shaun Wilson

Inspection activities

- Children communicated with the inspector during the inspection.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.

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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