

Childminder report

Inspection date: 29 November 2023

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

The childminder has built good relationships with children in his care. He takes time to help children feel happy and safe. For example, the childminder and children hold hands and run together laughing. This helps children to feel emotionally secure. The childminder has a consistently calm nature and encourages children to follow their own ideas. For example, when children want to continue a play activity, the childminder listens and respects their choice, offering them more time to explore. This helps children to demonstrate positive attitudes to learning as they are confident their ideas are important.

The childminder has high expectations of children. For example, he consistently implements a language-rich environment. This provides children with the opportunity to hear a wide range of language. The childminder and his co-childminder are bilingual. This helps them to support children who speak English as an additional language as they are able to communicate with some children in their home language and English. The childminder encourages children to take care of the things they play with. For instance, he works with children to put away activities when they have finished. This helps children to develop a sense of responsibility.

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

- The childminder is fully committed to professional development. For instance, he shares ideas with other childminders and undertakes regular training. This gives him a good knowledge and understanding of how children learn and develop, which supports him to implement a varied curriculum. This helps children to make good progress in their learning and development.
- The childminder has thought carefully about the curriculum for communication and language. He talks to children as they play, introduces new language and gives children enough time to respond when questions are asked. This helps children to understand more-complex sentences and concepts.
- The childminder supports children to develop their understanding of the world around them. For example, they visit museums where they learn about dinosaurs and frogs. This helps children to understand about the natural environment.
- Children are able to express themselves through using arts and crafts. For example, the childminder provides opportunities for children to paint, draw and colour based on things they are interested in. This helps children to explore their own ideas and experiment with a range of materials.
- The childminder helps children to learn about good oral health. For example, children pretend to clean teeth which are part of a toy set and they learn what happens if teeth are not cleaned. This supports them to understand about the

importance of healthy lifestyles.

- Children are growing in confidence and learning how to undertake tasks for themselves. For example, they put on their own coats and play with dressing-up clothes to further develop their self-help skills. This helps children to be independent and feel a sense of achievement.
- The childminder has tried to make contact with other settings children attend, but has not tried different methods when his first attempts have not been successful. This means that he does not know about the learning that is taking place in other settings that children attend. Therefore, the childminder is unable to provide a consistent approach to children's care and education.
- Children are developing their creativity skills and enjoy exploring and experimenting with a range of different materials. For example, the childminder sits with children while they pour and empty rice from one container to another while also exploring the texture. This supports children to engage in activities for extended periods and have good levels of concentration.
- The childminder supports children to develop their mathematical knowledge. For example, he uses mathematical language, such as 'more', and names colours as children play. This helps children to develop their awareness of quantities and colours.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of the signs and symptoms of abuse. He knows how to respond if a concern arises about a child in his care. The childminder undertakes safeguarding training to keep his knowledge and understanding up to date. He knows what to do if an allegation of abuse is made against himself, his co-childminder or anybody living on the premises. The childminder holds a current paediatric first-aid certificate. He discusses safeguarding regularly with his co-childminder to ensure that they have both developed a good level of understanding.

What does the setting need to do to improve?

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

- develop communications with other settings that children attend, so that a consistent approach to care and education can be offered.

Setting details

Unique reference number	EY278609
Local authority	Manchester
Inspection number	10308153
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	27 March 2018

Information about this early years setting

The childminder registered in 2004 and lives in Rusholme, Manchester. He operates all year round from 7am to 10pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with a co-childminder.

Information about this inspection

Inspector

Joanne Ryan

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 setting.
- The childminder showed the inspector the premises and discussed how he ensures that they are safe and suitable.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- 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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