

Childminder report

Inspection date: 16 October 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 are happy and relaxed in the childminder's care. They respond positively to the childminder's warm and nurturing manner, as she sits on the floor alongside them to support their play. The childminder's curriculum considers what children already know, their interests and their personal experiences. She offers activities in a fun way, and children enjoy spending their time with her. She knows how to plan activities to keep children engaged in their learning. As a result, children show a positive attitude to learning.

Children behave well. The childminder is a good role model, encouraging children to use good manners and to help tidy up the play area. The childminder supports children to be kind to each other. For example, when two children want the magnifying glass, she helps them to wait their turn and use their manners when sharing with each other. This supports children in their personal, social and emotional development.

The childminder encourages children to develop their interest in literacy through a varied range of reading materials. Children enjoy exploring books and predicting what happens next. Children can recall experiences, such as theatre visits. This helps children to develop early communication and language skills.

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

- The childminder knows the children extremely well. This allows her to meet each child's individual needs by creating age-appropriate activities across the seven areas of learning. The childminder recognises the different stages of children's learning and adapts her teaching to suit these. As a result of this, children make good progress in their development.
- Children enjoy exploring items that are collected from outdoors. The childminder carefully describes the veins on the leaves as children explore using magnifying glasses. She uses words such as 'crunchy' to describe the leaves as the children learn about the autumn season. This helps to teach children about weather changes and the natural world.
- The childminder helps children understand how to care for animals. Children help to take care of the childminder's pet rabbit. They enjoy providing food and water to keep the rabbit healthy. This helps to support their knowledge and understanding of the world and gives them a sense of achievement when caring for living things.
- The childminder is treated to a splendid experience the children created when making a role-play restaurant. She supports them by playing the role of the customer. This helps provide children with opportunities to explore their imagination skills and put first-hand experiences into place.

- Children practise using their small-muscle skills as they make marks in the dough using a wide range of utensils. Children proudly describe what they have made, which is a cake. Some children have an opportunity to use a knife to chop up their fruit for snack. However, children are not consistently given opportunities to have the same experience together. For example, younger children are not given opportunities to help prepare their snack.
- The childminder establishes very good relationships with parents. She shares regular updates on children's development and what they have been learning. The childminder shares ideas to support children's learning at home and encourages parents to do the same. Parents are very happy with the care their children receive and value the advice and support the childminder gives them.
- The childminder enables children to enjoy as much time as possible outside. They enjoy visiting places of interest to support children to learn about the world around them.
- Children enjoy taking part in circle time with the childminder. They use self-registration with photos to identify who's in. The childminder uses this opportunity to promote phonics with the children, helping them develop their early literacy skills further. During this time, the children enjoy discussing the weather and the seasons. Older children accurately name the day and the month of the year. This gives children a sense of achievement when completing these tasks.
- The childminder helps children to understand what is expected of them throughout the daily routines. Children develop a sense of responsibility and learn they need to tidy up before lunch. The childminder rewards the children with praise and stickers for their efforts. This helps children to be respectful of their resources and their environment.

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:

- give all children the same opportunities for learning together, particularly at snack time.

Setting details

Unique reference number	EY318936
Local authority	Trafford
Inspection number	10359871
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 4
Total number of places	6
Number of children on roll	2
Date of previous inspection	5 December 2018

Information about this early years setting

The childminder registered in 2005 and is situated in Sale, Cheshire. She operates all year round, from 7.45am to 5.30pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- The childminder and the inspector completed a learning walk together. The childminder shared with the inspector what they want children to learn and how they will do this.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation, including the paediatric first-aid certificate.
- The inspector read feedback provided by the parents.

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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