

Childminder report

Inspection date: 29 July 2022

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

The provision is good

Children are very happy and very settled at this setting. It is a 'home from home' for these children and the childminder is warm and welcoming. Children are very comfortable and know where to find what they want. This helps them to feel a strong sense of belonging and to have a good sense of familiarity. Children seek reassurance and comfort from the childminder when they need to. This shows how children feel safe and secure with the childminder. She supports them to build their resilience by understanding their emotions and feelings.

Children are very well behaved. The childminder has high expectations of children's behaviour. She encourages the use of manners and taking turns. This helps children to learn to regulate their behaviour appropriately. The childminder plans a well-thought-out curriculum that she bases on children's individual needs and interests. She has an accurate assessment of children's abilities and progress. Because of this, the childminder is very capable of planning challenging activities. The childminder helps children to build on what they already know and can do.

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

- The childminder has a huge focus on developing language and communication. There are a variety of books and stories for children to choose their favourite from. Young children find their favourite book, hold it correctly and turn the pages. They tell the story in their own words. This means children develop a love of reading, as well as increasing their vocabulary and knowledge.
- The childminder knows her children very well. She has an accurate view of what they can do and what they need to learn next. She knows how they learn best and what their preferences are. This is evident as children engage in activities they have chosen. They persevere as they scoop soil into containers and concentrate intently as they sprinkle it. Children make good progress and show high levels of motivation and interest.
- Children experience the diversity of the local community as they visit the local community centre. They explore the local woodland area and learn about nature. This helps children to build their knowledge of places and people they might not otherwise experience.
- Children learn aspects of mindfulness as the childminder is very aware of supporting children's positive mental health. She encourages the use of breathing exercises and creates a calm environment. This helps children to develop a good sense of well-being. They feel content and cared for as the childminder offers comfort and attention to each child.
- Children have their nappy's changed with care, attention and privacy. They wash their hands and the childminder supports this where necessary. This means children are learning self-care skills. However, the childminder serves snacks,

peels and scoops fruit for children. This means that opportunities to develop their independence skills are not always identified.

- The childminder has a clear view of what she aims for children to learn. She wants them to develop confidence in communication and to be able to move on to the next stage in their learning. This includes their transition to school. She has developed good links with local schools to create a smooth transition for children. This helps children to be more confident as they progress.
- The childminder reflects on her knowledge and practice consistently. She ensures she refreshes her training regularly. For example, she has researched how to further enhance children's language development. This helps the childminder to improve outcomes for children.
- Parents are confident that the care their children receive is of a good standard. They know what their child's next steps in learning are because the childminder updates them regularly. They say their children always have an enjoyable time with the childminder. They also say they can see how much their child has progressed in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth understanding and knowledge of safeguarding issues and what would make her concerned about a child's safety and well-being. She knows what signs to be aware of which may mean a child is at risk of harm. She is clear about how to report this in order to keep children safe. She knows the reporting process to follow if she is concerned about an adult working with children. The setting is well maintained and clean. All exits are locked securely and stairgates are in place to ensure younger children can move safely around. There is a password system in place to ensure unauthorised persons cannot collect children from the setting.

What does the setting need to do to improve?

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

- identify opportunities for children to develop independence skills through being supported to do things for themselves.

Setting details

Unique reference number	EY395089
Local authority	Trafford
Inspection number	10109799
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	2
Date of previous inspection	15 May 2015

Information about this early years setting

The childminder was registered in 2009 and lives in Stretford, Manchester. She operates all year round from 7.45am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Jasmin Sanders

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 provider and has taken that into account in her evaluation of the provider.
- The inspector and childminder undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector reviewed comments by parents about their experiences of care, education and involvement with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with the childminder.

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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