

Childminder report

Inspection date: 26 January 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

The inviting environment created by the childminder is a strength of the setting. The childminder has designed a purposeful space to support the ambitious curriculum. She provides a good range of stimulating resources which capture children's interest. There is a delightful atmosphere as children chat and sing as they play together. They explore the environment with ease, demonstrating that they feel safe and happy in the care of the childminder. For example, they ask to do painting and know where to find the paint, paper and aprons ready to help each other set up the activity. They demonstrate their independence and their secure knowledge of the daily routines.

Children behave well. The childminder has a gentle and caring approach. She uses books and stories to support children's understanding of their 'big emotions'. Children concentrate and persevere with tasks for a long time. The childminder encourages them to keep trying and celebrates their achievements when they peel their own fruit and shout, 'I did it!' Children have many opportunities to interact with the natural world. Children learn about nature and how to care for pets. They know which foods to give to the rabbit to protect his teeth. They attend community playgroups and extend their social skills. This helps to prepare them for the next stage of their education.

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

- The childminder has a clear focus on supporting children's language development. For example, she has a rich repertoire of songs and stories that are embedded in daily routines. She encourages the children to explore sensory objects, such as squidgy balls and bells, to extend their vocabulary. This helps children to speak with confidence and make very good progress in their language and literacy development.
- The childminder knows the children very well. She gathers a range of information from parents when they first start. This helps them to settle quickly. She uses tools to support her knowledge of child development and to plan for children's learning. However, in some curriculum areas, such as mathematics, the sequence of activities does not give children sufficient time to embed their learning. As a result, appropriate next steps are not always planned.
- The childminder ensures that children have daily opportunities to access fresh air and exercise. They go for long walks, play in the garden and attend community groups with larger spaces to negotiate. Children use tweezers competently to collect small items and are encouraged to peel their own fruit. These activities help to promote children's physical development and support their early writing skills.
- The childminder firmly establishes partnerships with parents. Parents praise the

childminder for her 'home-from-home' atmosphere. They feel their children thrive and flourish in her care. She shares learning via videos and photos and at handover times. Parents are involved in regular progress reviews. This consistency and insight into home life supports children to make good progress across all areas of learning and development.

- The childminder has effective practices in place which promote good health and hygiene. Children know how to wash their hands properly in preparation for mealtimes and following activities. The childminder provides a range of healthy, nutritious snacks and meals which children enjoy. She reminds them to drink water if they are thirsty. This helps children to learn about the importance of healthy lifestyles.
- The childminder is committed to updating her skills to improve her teaching and the overall provision for children. She seeks out ideas and training from different channels to create stimulating learning opportunities for children and to develop her environment. She has a good awareness of how to support children with developmental delays. For example, she understands the importance of acting promptly, supporting parents with the appropriate referrals and working closely with external agencies.

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:

- review the sequence of teaching in mathematics to support effective planning which builds on what children already know and helps them to make consistently good progress.

Setting details

Unique reference number	EY397664
Local authority	Manchester
Inspection number	10301505
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	31 January 2018

Information about this early years setting

The childminder registered in 2009 and lives in the Timperley area of Altrincham, Cheshire. She operates Monday to Friday, from 8.30am until 4pm, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Rachel McHugh

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 childminder.
- The childminder and the inspector discussed how the early years provision is organised, including the aims and rationale for the 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 to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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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