

Childminder report

Inspection date: 9 April 2025

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 well settled in the care of the childminder. The childminder's environment supports her curriculum well. Children are confident to explore and learn new skills. The childminder provides reassurance and comfort to children. Younger children enjoy cuddles from the childminder, such as when they are tired. The childminder supports children's well-being effectively. She carefully considers the experiences that she provides for children. The childminder offers a range of outings in the local community. For example, children visit the local allotments, where they can choose and buy their own fruits. The childminder uses these opportunities to help children to develop their social skills and make new friendships.

The childminder's ambitious curriculum supports children to behave well and learn to manage their feelings. For example, when children are upset, she talks to them about why they feel upset in an age-appropriate way. This helps children to regulate their emotions and join back in their play. The childminder provides opportunities for children to develop their independence and self-care skills. For example, younger children practise cutting up their fruit at snack time with a safety knife. Older children learn to put on their own coats and shoes. These skills will support children as they prepare for school.

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

- The childminder has clear intentions for her curriculum. She describes her goal as preparing children to be ready for school. The childminder uses her knowledge of children's development and interests to build her curriculum. All children make good progress.
- The childminder completes regular assessments, including statutory assessments, such as the progress check when children are between two and three years old. These regular assessments allow her to develop a good understanding of children's learning needs and promote them well during activities. For example, she encourages children to practise animal sounds as they find hidden animals in a sensory tray. As a result, the childminder identifies any gaps in children's learning and swiftly addresses them.
- The childminder supports children's communication and language development. During play, she repeats children's language to support their pronunciation and model correct language. Furthermore, the childminder uses children's enjoyment of songs to develop their language further. This helps children's language skills to develop well.
- The childminder celebrates children and their heritage well. Children explore books with the childminder that support them to learn about cultures other than their own. Furthermore, she plans meaningful experiences for children to learn

first hand about their community. For example, children have visited the local African fruit and vegetable shop to taste different fruits. This helps to prepare children for life in modern Britain.

- Children are motivated and enthusiastic learners. They are excited to explore the many learning opportunities. For example, children show good pencil control when mark making. The childminder encourages children to keep on trying as they learn new skills. All children are well prepared for their next stage of learning.
- The childminder recognises the importance of supporting children to develop healthy lifestyles. They have an abundance of opportunities to be physically active. This includes long walks in the park and the vast outdoor space in the childminder's home. The childminder also promotes children's understanding of hygiene routines, such as brushing their teeth. Children's good health is well supported.
- The childminder shares information with parents and carers about what their children enjoy doing and the progress their children make at the setting. Parents are very happy with the care and learning the childminder provides. However, the childminder has not considered ways to gather views from parents to help her to identify what she does well or areas for improvement.
- The childminder has a positive attitude towards her continuous professional development. She precisely identifies professional development opportunities that help to enhance her skills. For example, the childminder has used recent communication and language training effectively to enhance her curriculum and children's progress. She also has strong links with other childminders and professionals. This helps to keep her practice and knowledge current.

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:

- gather views from parents to help identify what is done well and areas for improvement.

Setting details

Unique reference number	EY411358
Local authority	Manchester
Inspection number	10380586
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 2
Total number of places	6
Number of children on roll	3
Date of previous inspection	14 June 2019

Information about this early years setting

The childminder registered in 2010 and lives in Gorton, Manchester. She operates during term time, from 7.30am to 4pm, Monday to Thursday. The childminder holds an appropriate early years qualification at level 3. The childminder provides government funded places for childcare and receives specific funding for disadvantaged children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of the childminder's suitability to work with children.
- The inspector took account of parents' views from their written feedback.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed the quality of interactions between the childminder and the children.
- The inspector discussed safeguarding procedures with the childminder.
- The childminder and the inspector discussed how the childminder organises her early years setting, including the aims and rationale for her curriculum.

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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