

Childminder report

Inspection date: 10 December 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 childminder has a focus on providing a nurturing and caring home-from-home environment. There are clear expectations and well-embedded routines and, as a result, children behave well. When children have finished playing with a toy or game, they put it away in the correct place and the childminder is full of praise for them. This supports the development of children's confidence and builds their self-esteem.

The childminder assesses children's development to find out what they know and can do when they start at the setting. She uses this information to design the curriculum. The childminder begins with each child's starting points in development and plans for their individual needs. She then regularly assesses and reviews children's progress, and plans activities to support them to achieve their next steps in learning. This ensures that all children make secure progress.

Children have lots of fun at the childminder's house. They wait in excited anticipation as the childminder puts an electric toy dog on the floor and switches it on. Children giggle in delight as the dog dances and a song plays. Children energetically join in with the song and copy the dance moves. They spin on the floor, balance on one leg and enthusiastically wave their arms around. This helps to develop their physical skills well.

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

- Children mostly enjoy the adult-led activities the childminder engages them in. Children develop new skills and knowledge, such as when they join in with a story or play a game. However, the childminder often introduces new activities for children, rather than supporting them to make choices about their own play and learning. This means that children do not always have time to explore their ideas or practise the skills which they have learned.
- The childminder supports and encourages children to be independent in their self-care. They help themselves to a drink of water and choose from the healthy selection of food on offer. The childminder encourages children to use knives carefully to slice up bananas and cut up pieces of cheese at snack time. Children ask when they need to go upstairs to the toilet without being reminded. This prepares them well for their next steps, such as starting school or nursery.
- Children are engrossed during an art activity. The childminder encourages children to look at a picture of a snowflake and carefully place sticks onto the paper to replicate the shape. Children spread on glue and delicately sprinkle on glitter from a shaker to decorate the snowflake. This helps children to develop their fine motor skills and builds up the muscles in their hands in preparation for early writing.

- The childminder takes every opportunity to bring counting and numbers into activities. Children enjoy trips to the supermarket, where they look at prices and discuss numbers in the environment. When playing a game, the childminder counts out loud and encourages children to join in. This supports the development of children's early mathematical skills well.
- The childminder takes children on a range of interesting trips and visits. They walk to the local library and nearby parks, as well as travelling further afield on a safari park visit. This gives children a good understanding of their local area and the wider world. Children also enjoy their weekly visit to a playgroup. The childminder uses these visits to support children to develop their social skills in a larger group of children.
- Children learn about a range of cultures and traditions and to show respect for other people. For instance, the childminder takes children to visit a restaurant to learn about Lunar New Year. She teaches children about special days relevant to other children in the setting. This prepares children well for life in modern Britain.
- Parents and carers speak highly of the childminder and the care which she provides. They say that their children are happy and settled and enjoy the time which they spend at the childminder's house. Parents appreciate the advice that the childminder is able to offer them, for example, with supporting children to be more adventurous with their food choices.
- Parents are well informed about the care which their children receive. However, the information the childminder shares about children's progress in learning and their next steps is less precise. This means that parents are not always able to continue and extend their child's learning at home.

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:

- support children's independent play to provide further opportunities for them to make choices and extend their own learning
- enhance the information shared with parents to enable them to better support their children's learning at home.

Setting details

Unique reference number	EY412733
Local authority	Manchester
Inspection number	10363927
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 11
Total number of places	12
Number of children on roll	8
Date of previous inspection	16 January 2019

Information about this early years setting

The childminder registered in 2010 and lives in the Harpurhey area of Manchester. She operates all year round, from 8am until 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides government funded places for childcare. The childminder employs one full-time assistant. She holds a childcare qualification at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to or communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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