

Childminder report

Inspection date: 22 January 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

The childminder creates a nurturing and relaxed atmosphere in this welcoming home-from-home setting. The childminder is highly organised and displays calmness and confidence. Children separate easily from their parents and come into the childminder's house happy and at ease. There are well-embedded routines, which support children well to know what is coming next. The childminder praises children's positive actions and always sets clear behaviour expectations. As a consequence, children are settled, feel secure and are able to make the most of the opportunities on offer.

Children have lots of opportunities to develop their physical skills. The childminder puts a huge tray on the floor. She fills the tray with coloured pasta and bright yellow flower heads. This immediately captures the children's interest. They explore the pasta, first picking it up piece by piece. The childminder then introduces pots and scoops. The children concentrate hard as they carefully scoop up the pasta and pour it into the pots. The childminder is full of praise and encouragement as the children fill the pots to the top, and then joyfully tip it out again. These activities help to support the development of the children's fine motor skills and their hand-to-eye coordination.

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

- The childminder has an effective curriculum in place. She carefully assesses children when they first start with her and identifies the next steps in their learning and development. She plans activities to support children to achieve these next steps, keeping parents regularly updated. This enables them to continue the learning at home.
- The childminder has thoughtfully created a high-quality environment, which supports the curriculum well. Children confidently explore the playroom, picking up a book, which has been placed at their level. The childminder is full of praise and interest in what the children have found. Children enjoy snuggling up on the sofa and listen, spellbound, as the childminder reads the book to them. The childminder gives the children plenty of time to look at the pictures and encourages them to turn the pages and point to different things. This supports children to develop an early love of books and reading.
- The childminder has undertaken a wealth of training, which has included training on speech and language. She is able to capture children's interest when sharing a book by reading in a soft and engaging voice, and children listen carefully. She talks to the children about what they are doing and what she can see. On occasion, however, the childminder is less consistent in her interactions, to fully enhance children's communication and language skills.
- The childminder takes the children on lots of trips and visits. She attends

playgroups, where the children have the opportunity to develop their social skills with larger groups of children. They travel on trams and buses to go on interesting trips, such as seeing dinosaurs at a museum or a children's library. This helps children to broaden their knowledge of the exciting world and community they live in.

- The childminder supports children to be healthy. She has taken advice from a dentist about the best snacks to offer to ensure the best possible oral hygiene. She carefully plans the home-cooked meals which she provides for children and encourages them to drink water regularly. This supports children to learn how to make healthy food choices.
- The childminder is highly reflective of her practice. She has undertaken additional qualifications to enable her to raise the support which she gives to children to an even higher standard. She completes self-evaluation which is regularly updated. This covers areas such as the curriculum, how she supports children's emotional needs and how she recognises and celebrates children's diversity. This means that the care and support that the childminder provides is constantly improving.
- Parents are full of praise for what the childminder offers the children and families. They say that their children are treated with 'warmth and kindness'. Parents work in a positive partnership with the childminder. For example, parents are appreciative of how the childminder works with them when their children first start at the setting. They say that she is very encouraging and supportive, giving children lots of cuddles and emotional support and keeping parents well informed at all times.

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:

- strengthen the consistency of the support provided for children to develop their communication and language skills further.

Setting details

Unique reference number	EY415387
Local authority	Trafford
Inspection number	10367591
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 1
Total number of places	12
Number of children on roll	5
Date of previous inspection	14 February 2019

Information about this early years setting

The childminder registered in 2010 and lives in Old Trafford. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder's husband occasionally works with her as an assistant. The childminder holds a relevant early years qualification at level 6.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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