

Childminder report

Inspection date: 22 November 2021

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 play safely and are at ease in the childminder's welcoming home. They form confident and secure relationships with her. Children enjoy spending time in the inviting designated playroom and are confident to choose freely from the varied and accessible toys, activities and resources. They gain an enthusiasm for learning outdoors as the childminder provides lots of opportunities for outings. Children learn about the different seasons when they visit local parks. They also enjoy playing in the childminder's well-equipped garden, where they practise their physical skills, such as throwing balls and playing group games.

Children are well behaved. They follow the childminder's instructions very well. They have very good manners and say 'please' and 'thank you' when interacting with other children. Children arrive at the setting happy and ready to learn. They have adapted well to the changes the childminder has made to their routines during the COVID-19 pandemic. Children know that their parents do not enter the childminder's home at arrival and collection times. They also have a good awareness of the importance of good personal hygiene procedures. They talk about how regular handwashing helps to kill germs and keeps them safe and well.

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

- The childminder is skilled at extending children's interests in language and literacy. Children demonstrate a love of books as they eagerly select one for the childminder to read. They become engrossed as they listen with intent to the childminder as she reads them a Christmas story. She is skilled in introducing new words, such as 'scissors snipping the wrapping paper'. This helps children to extend their vocabulary skills as they enthusiastically recite the story's lines.
- The childminder obtains a wide range of information about children's starting points from parents during the settling-in process. She knows the children well and uses this information to plan activities that support children's learning and development. However, the childminder does not routinely share information about children's learning with other settings that they attend. This means, for example, that when children learn new skills at nursery, the childminder does not plan opportunities to help them consolidate this and make the best possible progress.
- Partnership with parents are strong. Parents are complimentary about how they enjoy reading their child's learning file. They also appreciate the pictures that the childminder shares with them, which successfully capture a reflection of the skills and experiences their children receive while in the childminder's care. Parents also comment that they can see the 'amazing' progress their children are making. They value that the childminder ensures that she dedicates time to speak to them on a regular basis.

- The childminder teaches children about their community as they visit the local pet shop and supermarkets. The childminder promotes diversity through books and toys. Children also learn about similarities and differences when they celebrate festivals relating to other faiths and religions. This helps them to learn about diverse backgrounds and the wider world.
- The childminder completes regular assessments to identify what children already know and what they need to learn next. She uses this information to sequence her teaching effectively to support all children's learning. For example, the childminder skilfully introduces mathematical concepts through their interest in trains. She asks children to recount the number of trains after she has removed some, and to arrange them in order of size and quantity. All children are making consistent progress and are well prepared for their next stage of learning.
- The childminder promotes healthy lifestyles as she teaches the children about eating a balanced diet. She provides healthy home-cooked meals and talks to children about not eating too many sugary foods. She helps them to learn about oral hygiene, such as how to clean their teeth regularly. The childminder teaches the children about placing their hand over their mouth when they cough and putting tissues in the bin after use.
- All children are making consistent progress and are well prepared to move on to their next stage of learning. The childminder has high expectations for children in her care and accurately evaluates her setting. She keeps her knowledge up to date and recently received the 'Healthy Setting Award' from the local authority.
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Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibilities to keep children safe. She makes sure her knowledge and understanding are kept up to date by regularly completing safeguarding training. The childminder has clear procedures in place to follow if she is concerned about a child's welfare or well-being. She ensures that children are always supervised. The childminder has robust risk assessments in place for all areas, such as the childcare environment and outings. The childminder teaches children about many aspects of safety. For example, when on outings, she takes this opportunity to explain to children about stranger danger and how to cross the road safely. This helps children to gain an awareness of how to stay safe.

What does the setting need to do to improve?

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

- develop ways to share information about children's learning with other settings that children attend so that they make even better progress in their learning.

Setting details

Unique reference number	EY420760
Local authority	Trafford
Inspection number	10214702
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	0 to 4
Total number of places	4
Number of children on roll	4
Date of previous inspection	3 November 2015

Information about this early years setting

The childminder registered in 2010 and lives in the Urmston area of Greater Manchester. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Alison Tranby

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 her evaluation of the setting.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- The inspector observed the interactions between the childminder and the children throughout the inspection. She evaluated the impact of these on children's learning.
- Discussions were held at convenient times with the children and the childminder.
- The inspector observed the interactions between the childminder and the children throughout the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's ongoing training and children's records.

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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