

Childminder report

Inspection date: 11 February 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 very well settled in the childminder's welcoming and organised home. The childminder is caring and nurturing. She works hard to develop close bonds with children, which fosters their safety and happiness. The childminder carefully observes children and responds to their emerging needs. For instance, she provides children with comforting hugs and gentle words of encouragement when necessary. Children have the opportunity to participate in a variety of fun activities that capture their interests, such as playing with toy kitchens to make pretend meals for their peers and the childminder. Children enjoy playing alongside their friends and the childminder. They demonstrate kindness to each other and are developing positive behaviours, such as sharing.

The childminder skilfully tailors her planning and activities according to children's interests and needs. She facilitates children's learning and development and supports them to make progress. For example, the childminder uses the children's love of outdoor learning to develop their appreciation of the wider world. Children undertake regular walks and experience physical play in the local outdoor spaces. They listen to bird song and attempt to identify the species with support from the childminder, and they enjoy exploring their world.

The childminder places great emphasis on children developing a strong appreciation and understanding of themselves and respect for others. She teaches children the importance of recognising and celebrating everybody's differences and cultures. For instance, the childminder supports children to learn about festivals and what they mean. This helps children to develop a greater understanding of their diverse community.

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

- The childminder provides an ambitious curriculum that meets children's individual learning goals. She understands how children learn and uses this knowledge to assess their progress in identifying what they will need to learn next. Consequently, children are well prepared for their subsequent stages of their learning.
- The childminder builds positive, strong partnerships with parents. They value the childminder's support and praise the care provided for their children. The childminder regularly shares information with parents about their children's learning, including the exciting opportunities they have participated in. She offers advice and support on a variety of topics, such as care routines for effective toilet training and ways to further develop learning. This helps to provide a consistent approach to children's learning.
- Children excitedly engage in story time, exploring the pages of books and joining

in with the stories and rhymes. The childminder supports children's communication with puppets and props to help develop their words. However, strategies for supporting children's early communication and language are not consistently focused. This has an impact on the rate of children's communication and language development.

- The childminder supports children's early mathematical development well. She provides ample opportunities for children to explore numbers, shapes and colour. Children enthusiastically play with toy tills and cakes to sing 'Five Currant Buns'. The childminder asks children to count, subtract and identify the remaining numbers of cakes. This extends children's learning and secures their skills.
- The childminder builds positive partnerships with local schools that children attend. She supports children, including children with any identified special educational needs and/or disabilities, when they move on to school by sharing information. The childminder provides information about how children learn best, and what they need to learn next. This supports ongoing learning and progress at the child's new setting.
- Children learn the importance of following a healthy lifestyle from an early age. The childminder uses mealtimes to talk to children about key messages that will support their growth. For example, she speaks to children about the nutritious meals they eat and the importance of giving their body enough energy to play and learn. This is further supported by consistent routines that support children's positive well-being.
- The childminder provides children with tools to help them contribute positively to their learning. She ensures that children understand about privacy and the right to autonomy. The childminder encourages children to vote on subjects, such as what book to read next, in order to develop an understanding of democracy and the right to have a voice. This means children develop an understanding of values and respect for others.

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:

- extend strategies to support children's ongoing language development.

Setting details

Unique reference number	EY433160
Local authority	Manchester
Inspection number	10367537
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2011 and lives in Openshaw, Manchester. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides government-funded education.

Information about this inspection

Inspector

Shelley O'Brien

Inspection activities

- The childminder discussed how she organises her provision, including the aims and rationale for the curriculum.
- The childminder showed the inspector her premises and the areas used for childminding. She discussed how she keeps them safe and secure.
- The inspector observed the quality of education being provided and assessed the impact on the children's learning.
- Parents shared their written views with the inspector.
- The inspector observed interactions between the childminder and the children. She spoke to them at appropriate times during the inspection.
- 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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