

Childminder report

Inspection date: 24 October 2022

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 have established comfortable relationships with the childminder. They settle in quickly and feel both safe and confident, when playing in the childminder's environment. Children are taught to develop their fine motor and early mathematical skills through moulding play dough. For example, they learn to differentiate between colours and shapes as they 'pat, squeeze and roll' the soft substance.

Children consciously learn about the world around them through sequenced and engaging activities. They enjoy jumping in puddles and watching the effects of their actions. When water splashes, they giggle happily. In addition, children are able to repeat simple words, such as 'splash' and 'splosh', while linking it to the story 'We're Going on a Bear Hunt.'

Children spend lots of time outdoors. The childminder sets high expectations for children's learning through a well-balanced curriculum. For example, children enthusiastically listen to the stories chosen by the childminder relating to the theme of autumn. They excitedly point towards and curiously feel the prickly hedgehog on the page. Furthermore, Children explore inquisitively by throwing leaves in the air and using their mouths to blow the leaves away, mimicking the wind. This helps to support the small muscles in their mouths and allows them to see the impact of cause and effect.

Children benefit from the childminder's verbal praise and respond positively to her instructions, displaying effective listening skills. They listen attentively to the childminder's guidance and learn what she expects of them. The childminder establishes a routine to boost children's skills and self-esteem; for instance, children attempt to hang up their own coats and gain independence.

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

- The childminder is responsive to children's developmental needs and provides a varied curriculum, covering all seven areas of learning. She uses assessment to identify the next steps in children's learning and ensures these steps for development are threaded through all activities.
- Children enjoy singing rhymes and actively show their understanding with their actions. They lie down and pretend to be sleeping bunnies, before leaping up excitedly and jumping on the spot.
- The childminder supports children to recognise emotions through activities. For instance, 'happy' and 'sad'. This allows children to start recognising and managing their own feelings. However, on occasions during snack time, the childminder is not consistent with behaviour expectations. Children are not

encouraged to sit and eat. They wander around the house eating breadsticks whilst playing. This disrupts focus as the childminder must stop teaching and wait for children to finish eating.

- Children develop their early counting skills, as the childminder encourages them to count the leaves in the correct order by pointing to one object at a time. However, at times, she does not consider how to embed the knowledge and skills children are learning before moving on to new concepts. On occasion, this impacts children's interest and enjoyment of their play, and they quickly move on to something else.
- Opportunities for children to learn more about global cultures and communities beyond their own experiences are provided regularly. The childminder enhances children's awareness of culture and traditions in the wider world, and trips to China Town are thoroughly enjoyed. This new information also helps to ignite children's curiosity and develop respect and tolerance for others.
- Partnerships with parents are admirable. The childminder works with parents to ensure she follows their routines, such as meal and sleep times. Parents share that they are happy and fully appreciate the childminder's role and the activities she plans daily with the children. This helps them to know how their children are learning, and how to support their development at home.
- The childminder has continued her professional development with some online training. In addition, she has targeted future professional development, to enhance her knowledge and skills further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her responsibilities to keep children safe. She completes training regularly to ensure her knowledge is up to date. The childminder is aware of the possible signs and behaviours that may indicate a child is at risk. She has clear procedures to follow in the event of a safeguarding concern. The childminder understands her child protection procedures, including broader safeguarding issues that may impact children. The childminder knows how to respond if an allegation is made against her.

What does the setting need to do to improve?

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

- strengthen behavioural expectations consistently to support children's understanding of rules and boundaries
- reflect on the time given to children to explore activities, consider and respond with their thoughts and ideas, to promote their learning further.

Setting details

Unique reference number	EY478882
Local authority	Trafford
Inspection number	10236390
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 8
Total number of places	6
Number of children on roll	12
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder was registered in 2014 and lives in Sale, Cheshire. She operates all year round from 7.50am to 6pm, Monday to Friday except for Tuesdays, bank holidays and family holidays. The childminder holds an appropriate childminding qualification.

Information about this inspection

Inspector

Maryam Chauhan

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 their evaluation of the setting.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the childminder's interactions with children.
- Children interacted with the inspector throughout the inspection.
- The views of parents were gathered through verbal feedback and taken considered by the inspector.
- The inspector carried out a joint observation of an autumn theme activity with the childminder.
- 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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