

Childminder report

Inspection date: 15 January 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

The childminder has made considerable improvements from her last inspection. She has strengthened the curriculum to ensure that it is well sequenced and builds cumulatively on children's learning. Consequently, children are ready for their next stage in learning. The childminder has effective systems in place to record accidents and she reports these promptly to parents. This helps to keep children safe. The childminder has a secure key-person system in place. This ensures that the individual care and learning needs of children are consistently met. The childminder has attended training to support her to help children learn how their behaviour impacts others. Consequently, the childminder has created a calm environment where children are learning to self-regulate.

The childminder supports children to develop healthy lifestyles. She provides children with nutritious meals and snacks throughout the day. The childminder ensures that children have daily access to the outdoors where they can be physically active. Children go on frequent walks into the local environment where they learn about the world around them. The childminder helps children learn about the different emotions that they may feel. She considers how changes to the environment might impact how a child feels and how children thrive from routines and boundaries, which she explains to children in an age-appropriate way.

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

- The childminder has a clear curriculum intent in place. She plans learning experiences that incorporate the seven areas of learning and development. The childminder considers how she can sequence her curriculum to support children to build on what they already know and can do and make consistently good levels of progress in their learning. However, on rare occasions, some adult-led learning experiences do not fully support children to build their imagination and creative skills and children lose interest in the activity.
- The childminder reflects on her practice and considers ways she can improve the experiences for children. She works closely with the local authority and engages in different training opportunities, such as supporting children to behave positively. This helps her to enhance children's experiences. The childminder has close links to other local childminders and attends groups that provide support and an opportunity to share good practice. This also provides children with an opportunity to socialise with other children and build their self-esteem.
- The childminder supports children's communication and language development well. She interacts with the children through all aspects of their play. The childminder models different words and short sentences to children. She repeats what children say and extends the sentences to support children with their emerging vocabulary. The childminder encourages children to develop a love of

books. Children take themselves to the quiet corner and get themselves comfy while looking at books. The childminder and children love to sing songs throughout the day. This helps to extend children's vocabulary.

- The childminder supports children's physical development both inside and outside. She encourages children to use their fine motor skills and develop their small muscles through manipulating small resources, such as pom-poms during a craft activity. The childminder recognises when children need support building their confidence with their physical skills, such as climbing and riding bicycles. She ensures that she plans a range of learning experiences into children's day, so they are building on these skills.
- The childminder supports children with how to regulate their emotions. She does this through showing children empathy and creating a nurturing environment. The childminder is always close by to support children in their play. She helps children to learn how to take responsibility for their own behaviour. This helps to encourage children to be considerate of their friends and show compassion.
- The childminder has a good knowledge and understanding of how to support children with special educational needs and/or disabilities. She understands the importance of referring concerns to other professionals to ensure that children receive early help to support them to make good levels of progress.
- The childminder has established secure relationships with parents. She communicates with them through various methods. The childminder shares with parents what the curriculum is and how she plans to support children's learning. This helps parents to continue supporting children's development 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:

- develop how to plan and sequence adult-led learning experiences to further encourage children to develop their creativity and imaginations.

Setting details

Unique reference number	2568087
Local authority	Tameside
Inspection number	10309608
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 2
Total number of places	5
Number of children on roll	1
Date of previous inspection	2 August 2023

Information about this early years setting

The childminder registered in 2021 and lives in Droylsden, Manchester. She operates all year round, from 7.30am to 6pm, Monday to Wednesday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has 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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