

Childminder report

Inspection date: 17 January 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely environment, where children feel settled and secure. Children move confidently between the rooms and enjoy selecting favourite activities, such as the train track. They demonstrate high levels of concentration as they carefully fit the pieces of track together to create an impressive construction. Children benefit from lots of opportunities to develop a can-do attitude, which prepares them well for future learning.

The childminder provides a child-focused environment, which takes account of children's interests. For example, children who enjoy counting are able to practise ordering their numbers on the 'number line'. This line is accessible at all times. As a result, children are able to revisit their learning as they begin to order their numbers in sequence.

Children learn expected behaviour. For example, they respond promptly as they are gently reminded not to kick the ball inside. At other times, children show kindness and respect to others. They speak softly and gently stroke the baby's head as he sleeps. Children have a real sense of belonging in the childminder's care. They approach her freely and thoroughly enjoy talking about their play. The childminder listens intently to what children say and responds appropriately, for example, by smiling and nodding. This reassurance gives children the confidence to engage in conversations, which truly enhances their communication and language skills.

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

- The well-qualified childminder is committed to giving children the best start. She uses her knowledge of child development to keep children motivated in their learning. For example, the childminder offers a variety of activities that children thoroughly enjoy. She takes them on outings to places of interest. This gives the children the opportunity to explore the outdoors and experience new learning. The childminder also offers lots of 'messy play', which encourages their creativity.
- Although children enjoy the range of activities provided, the curriculum planning is not consistently focused on what they need to learn. For example, some activities do not build on what children know and can do. At other times, there is no clear learning intention. This is particularly the case when celebrating festivals, such as Chinese New Year. This does not maximise children's learning.
- A strength of the childminder's practice is how well she promotes children's communication and language. She spots where children need a little support and acts promptly. For example, as children talk about swimming with the pirate ships, the childminder skilfully introduces 'tense'. This helps children to use the correct words as they talk about past events. The childminder's skilful approach

gives children the confidence to engage in back-and-forth conversation.

- Children are given many opportunities to talk about their feelings. This helps them to become considerate towards others. For example, children talk about the childminder's dog having a 'grumpy face' and how he is feeling. They also express when they are feeling hungry and what fruit they would like to eat. These experiences help children to understand their feelings and those of others.
- The childminder works closely with parents. She shares ideas and offers suggestions, such as how to promote their babies' physical skills. Parents welcome the childminder's guidance and support. Several parents comment that they feel happy their children are 'in safe hands' and are 'well looked after'. Their views are reflected in practice. The childminder is attentive to children's needs and provides an environment where they can thrive.
- The childminder monitors children's development closely. She completes the required progress checks for children aged between two and three years. She shares this check with parents, which keeps them abreast of their child's development. However, the childminder has not considered the benefits of completing this assessment in time to inform the healthy child review which is completed by the health visitor. As a result, some checks are completed several months apart. This does not fully promote integrated working by sharing information on children's current progress, such as strengths or any support needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures the curriculum helps children to learn about safety. For example, she uses events such as bonfire night to help children gain awareness of fire safety and people who help them. Children also learn how to keep themselves safe through everyday activities. For example, they know they cannot run outdoors when it is icy because the ground is 'slippy'. Children's safety is further assured because the childminder has a secure knowledge of child protection. The childminder understands the thresholds for reporting concerns to relevant agencies. She is also aware of the procedures to follow should she need to make a referral about a child's well-being.

What does the setting need to do to improve?

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

- strengthen the curriculum intent and use this to promote what children need to learn
- promote integrated working, for example, by completing the progress check for children aged between two and three years in line with health visitor checks.

Setting details

Unique reference number	2587452
Local authority	Tameside
Inspection number	10264516
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 3
Total number of places	5
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hyde, Cheshire. She operates all year round, from 7am until 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds a level 3 childcare qualification.

Information about this inspection

Inspector

Tricia Graham

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 provider and has taken that into account in their evaluation of the childminder.
- The childminder and inspector evaluated an activity.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' written testimonials.
- The inspector reviewed some documents, including the childminder's first-aid certificate and children's progress checks.

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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