

Childminder report

Inspection date: 4 June 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	Good
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What is it like to attend this early years setting?

The provision is good

Positive relationships are a strength of the experienced childminder's welcoming provision. She models patient and caring behaviour that children copy. School-age children are happy to play with younger ones. This supports everyone's emotional well-being and fosters a sense of community. The childminder ably promotes children's physical development. Toddlers graduate from sitting in high chairs, to sitting up to the child-height table with the other children. This promotes their balance and core strength. Children of all ages dance energetically to well-chosen music programmes on the television. This is fun and promotes children's stamina. It also improves their coordination and awareness of rhythm.

The childminder teaches children sensible, consistent boundaries for their behaviour. The youngest children begin to understand that they must not try to take something that another child is using. Everyone knows and adheres to the childminder's house rules. This helps to keep children safe and they learn to respect things that do not belong to them. Parents and carers describe children's eagerness to arrive at the childminder's house. Parents show delight in the things that children make and bring home. This promotes children's pleasure in their achievements and their readiness to join in with creative and craft activities.

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

- The childminder takes account of children's own lines of enquiry when she plans their learning. Younger children are fascinated by a little bird that lives inside a small-world bird house. They show obvious determination to use the tiny doorknob to open the spring-loaded door. The childminder notices children's readiness to use their finger and thumb in a pincer grip. She plans more activities and routines that encourage children to pick up small items.
- The childminder understands how children learn to read. She sequences their learning effectively. For example, the childminder makes name cards and incorporates them into conversations and routines. Children, from a young age, begin to recognise the shape of their own and other children's written names. Older children know that their name is made up of sounds represented by individual letters. They learn that names start with a capital letter.
- The chatty, cheerful environment promotes children's confident communication. Children who speak English as an additional language make good progress in learning English. The childminder shows how she models correct sentence formation and the clear pronunciation of words. However, on occasion, her use of words is less precise. For example, the childminder hands children a pen and says the word 'grey'. This hinders children's progress towards understanding and using words accurately.
- Children often complete craft projects with the childminder. The regular use of

tools, such as scissors, pens and glue, promotes children's small-muscle development. They eagerly apply their skills to making wind chimes. Younger children carefully make felt-tip pen marks on the wooden shapes. Older children decorate theirs with thoughtful, intricate designs. The childminder attaches chimes to the shapes and everyone proudly takes them home.

- The childminder teaches children to put on their own shoes and coats. They become confident in using the toilet and know that they must wash their hands afterwards. This helps children to achieve the independence that prepares them well for starting school.
- Children follow routines that help to keep them safe. The childminder makes sure that children remain seated while they eat. Older children play with small items, such as interlocking bricks, while younger children sleep. This helps to prevent incidents of choking. The childminder teaches children about staying safe when they use the internet. She helps them to understand that the people they meet online may not be who they say they are.
- The childminder completes training that refreshes and updates her knowledge of child protection matters. She trains her assistant to understand and follow her safeguarding policy. She knows how to seek advice if she is concerned that a child may be at risk of harm. The childminder knows the written records that she must keep. For example, she keeps records of accidents and injuries to children in her care and of any medication that she administers.

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:

- gain even more knowledge about children's communication and language development, so as to continually demonstrate precise techniques for modelling language.

Setting details

Unique reference number	311974
Local authority	Tameside
Inspection number	10339189
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 10
Total number of places	12
Number of children on roll	17
Date of previous inspection	4 July 2018

Information about this early years setting

The childminder registered in 2001 and lives in Denton. Her provision operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She holds a qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Susan King

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 and the inspector discussed the impact of activities and routines on children's progress.
- The inspector observed interactions between the childminder and the children. She spoke with children.
- The inspector spoke with parents and read their written feedback. She took account of their views.
- Documents used in the childminder's setting were sampled and evaluated by the inspector.

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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