

Childminder report

Inspection date: 21 November 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

Children are happy and settled in the care of the childminder. The childminder provides a wide range of opportunities for children to explore. She takes account of children's changing interests. For example, during the recent snowfall, the childminder continued and extended children's interest in the snow outside. She encouraged children to explore the snow, build snowmen and talk about the change in the seasons.

The childminder provides a narrative to children's play. She models a two-way flow of conversation and extends children's communication and language through repetition. The childminder shares stories with children that support their current theme. This helps to provoke discussion as children talk about what they know and can remember. This also supports children to develop their recall skills and improves their language and vocabulary skills.

The childminder has high expectations for children's behaviour. She models positive interactions between children, showing them how to be polite and use manners. The childminder supports children to learn about cultures and celebrations that are different to their own. She teaches children about celebrations in different countries, such as Lunar New Year and Diwali. This helps children to be respectful of other people and to learn more about the wider world.

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

- The childminder provides a curriculum that is based on children's interests. She regularly assesses and monitors children's progress, which helps her to understand what children need to learn next. However, the childminder does not consistently use what she knows to build on children's learning. For example, she does not follow children's interests in what had happened to the snowman that had melted. Consequently, children's learning is not always taken to the next level.
- The childminder promotes physical development and exercise. She provides opportunities for children to develop and practise movement and climbing, indoors and outdoors. However, she does not focus precisely on children's fine motor development. As such, children do not have the opportunities to develop the fine motor skills they later need for writing.
- The childminder incorporates mathematical language into children's play. She teaches children to count in order and develops their understanding of number and quantities. Children learn to describe objects by size and colour, and they develop an awareness of space and shape. This helps children to develop their knowledge of early mathematics.
- The childminder provides opportunities for children to explore the local

environment, including visits to the local park and the farm. They visit the library, where they take part in story sessions and share books, and attend playgroups with their friends. This helps to build children's awareness of the local community.

- Children develop skills, such as cutting up their own fruit at snack time and pouring their own drinks. They help to tidy up the toys and activities when they have finished playing. Children learn how to manage their own personal hygiene and self-help skills. This helps children to develop independence and learn to do things for themselves.
- The childminder attends the mandatory training required for the role. She is passionate about improving her own professional development and accesses further training to help her to improve outcomes for children. This means that her knowledge of child development and the early years foundation stage help children to make progress.
- The childminder has a good support network in the local area. She seeks support from the local authority, when required, and works closely with other childminders. This helps her to reflect on her practice and identify areas she does well and where improvements are required to improve outcomes for the children in her care.
- The childminder works in partnership with parents to gain an understanding of children's abilities before they start with her. She regularly updates parents, discussing their children's progress, their needs and what they need to learn next. This helps to provide a coordinated approach to children's care, learning and development.

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:

- encourage children's engagement in activities by consistently building on their interests to extend their learning further
- provide children with more opportunities to develop their fine motor skills in preparation for the next stage in their learning.

Setting details

Unique reference number	312034
Local authority	Tameside
Inspection number	10370522
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	6
Number of children on roll	4
Date of previous inspection	8 March 2019

Information about this early years setting

The childminder registered in 2001 and lives in the Ashton-under-Lyne area of Tameside. She operates all year round, from 7.30am to 4.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Michelle Highcock

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for the curriculum.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact 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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