

Childminder report

Inspection date: 17 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 display secure attachments with the childminder. They settle quickly in her home, which shows that they feel happy and safe. The childminder provides a home-from-home environment. She is clear about children's starting points and what they need to learn next. The childminder knows the children in her care exceptionally well and how to meet their needs. She knows when they need to rest because they have had busy times at home.

There is a very high expectation for behaviour. Children as young as one are encouraged to be respectful of others and do this with the loving support the childminder gives them. Children listen enthusiastically to the childminder's instructions and have an eagerness to learn new skills. For example, young children delight in playing with play dough. They develop their fine motor skills as they press, pat and push dough into differed-shaped moulds. Children form extremely good relationships with their peers at the setting and with other children they regularly meet with outside of the setting.

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

- The childminder provides activities that are imaginatively planned with exciting resources. She gives young children lots of encouragement and asks them questions such as what colours they can see while using play dough. This helps children to build confidence in their play and develop creativity.
- Children enjoy role play with the childminder. They are keen to look after dolls. They wrap them up and push them in prams, pretending that they are babies. Children's imaginative play is well supported.
- Overall, communication and language are supported well. The childminder talks to children and models language well. However, at times, particularly lunchtime, children can have difficulty in making themselves understood as they are distracted by the television which is switched on. The background noise limits the opportunity for conversation and does not consistently support communication at all times.
- Children know to take off their coats and place shoes where they belong as they enter the setting. They wipe their own hands and tidy up independently after their play. They are becoming independent in their self-care.
- Children's physical skills are supported. They play inside and outside. However, the learning opportunities outdoors are not as well thought out as indoors. This means that opportunities for children to extend their learning outdoors are not consistently available.
- Parents are extremely happy with the care the childminder provides. They appreciate her communication, organisation and the meaningful activities she provides for their children. This leads to effective relationships and continuity for

the children.

- Children who are struggling to settle are given time, love and lots of reassurance by the childminder. She provides cuddles and speaks softly to them. This results in them settling quickly and swiftly being content enough to join in activities.
- The childminder quickly identifies any changes in her children and puts measures in place to support their development. For example, children with special educational needs and/or disabilities are observed and changes are reported to parents and school. This means that children get the support they need.
- Children are encouraged to eat healthy snacks provided by the childminder, and fresh water is readily available and accessible to them. Parents provide a packed lunch for their children to eat at lunchtime. This means that children are beginning to understand about the importance of healthy lifestyles.
- The childminder works in partnership with the local schools. She communicates regularly with school staff about children's well-being when she drops off and collects children. This ensures that children's changing needs are continuously met by all carers.
- The childminder keeps her training up to date, such as first aid. She identifies her own training needs and completes training provided by the local authority and the childminding association. The childminder implements new knowledge gained into her everyday practice. This allows her to reflect on the best way to support the children in her care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder refreshes her safeguarding training on a regular basis, to keep her knowledge up to date. She knows how individuals or groups with extreme attitudes and behaviours might have a negative impact on children and their families. The childminder is well versed in recognising the signs of abuse or neglect and knows how to report any concerns to the appropriate agencies in a timely manner.

What does the setting need to do to improve?

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

- provide an environment that is engaging to children and limit background noise to support children's communication and language
- strengthen opportunities for children to continue their learning in the outdoor environment.

Setting details

Unique reference number	316664
Local authority	Bury
Inspection number	10234515
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 9
Total number of places	6
Number of children on roll	0
Date of previous inspection	17 January 2017

Information about this early years setting

The childminder registered in 1992 and lives in Unsworth, Bury. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Denise Barnes

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.
- During a learning walk, the childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the quality of education being provided by carrying out a joint observation with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with 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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