

Childminder report

Inspection date: 31 August 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 are happy, safe and settled in the care of the childminder. They are confident to talk to the inspector and share what they enjoy. Children become highly engaged in activities of their choosing. Older children play a memory game together, while younger children excitedly build with bricks. The strong bonds between the childminder and children are evident. Children show confidence in sharing their feelings and seeking out reassurance and support where needed. The childminder offers children praise and encouragement. This helps to build on their self-esteem. For instance, she enthusiastically listens to the children as they share their mark making and writing skills.

The curriculum focuses on children's current interests and successfully builds upon what they know and can do. The childminder adapts activities to ensure children's engagement. This helps to ensure that all children make good progress. The childminder places focus on developing children's mathematical skills. Children are encouraged to recognise shapes and numbers in their environments, indoors and outdoors. For example, when creating arrangements with sticks, children discuss the rectangle shape and how many sides the shape has. Children behave well and show respect for the childminder and each other. They share resources and assist each other with small tasks. Children's personal care needs are respected. The childminder ensures a private space is available to carry out personal care.

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

- Children are independent and show willing in developing their own self-care needs. They know to wash their hands before meals and have their own towels to dry their hands. This enables children to have a sense of belonging in the childminder's home.
- Lunchtime is a social occasion where children come together to eat. Children discuss the benefits of the healthy options in their lunch box, such as how calcium in the cheese develops strong bones and teeth. Self-help skills are also encouraged. For example, children are encouraged to peel their own fruit. This promotes children's understanding of making healthy choices and helps to enhance their independence skills.
- The childminder ensures there are opportunities for children to develop their social skills. Children attend regular play sessions in the community and go on trips to the local park. This helps children to build confidence in social situations as they meet new adults and children.
- The childminder provides a variety of resources for the children to explore. For example, younger children show delight as they build with blocks. Older children engage in imaginative play with dolls.
- Parents comment that their children are happy in the care of the childminder.

The childminder ensures that parents are kept up to date with their children's development. She regularly shares children's learning journals and daily updates. Parents value the childminder's suggestions and ideas of how they can support their child's learning and development at home.

- The childminder speaks passionately about her role. She ensures that all mandatory training remains up to date. The childminder networks with other childminders and conducts research on a variety of early years topics. However, she does not always embed the knowledge and skills acquired in order to impact positively upon her practice.
- The childminder supports children who are learning to manage their feelings. For instance, she offers positive distractions and talks to children about their needs. This helps children to feel secure.
- The childminder speaks clearly and often with the children. She encourages them to join in conversation and learn new words, such as 'cocoon', when talking about butterflies. This helps children to become confident speakers and develop their communication and language skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding. She is aware of the indicators of possible abuse or neglect and knows how to respond should she have concerns about a child's welfare. The childminder ensures she maintains an up-to-date paediatric first-aid qualification. This provides her with the skills and knowledge required should a child have an accident. The childminder carries out daily safety checks to ensure that her home is safe and secure. She encourages the children to risk assess their own play. For example, when children are climbing, the childminder asks them to think about how they might get down safely. This helps children learn to manage risk.

What does the setting need to do to improve?

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

- embed the knowledge and skills acquired from professional development opportunities to enhance the quality of teaching skills even further.

Setting details

Unique reference number	316689
Local authority	Bury
Inspection number	10231712
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	2 to 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 September 2016

Information about this early years setting

The childminder registered in 1992 and lives in the Radcliffe area of Bury. The childminder operates all year round, from 6.30am to 5.15pm, Monday to Friday. The childminder holds a relevant childcare qualification at level 6. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jade Patten

Inspection activities

- This is 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 this into account in her evaluation of the setting.
- The inspector held a discussion with the childminder in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of qualifications and the childminder's suitability to work with children.
- The inspector took account of parents' views from face-to-face discussion and their written feedback.
- Children spoke to the inspector about what they enjoy doing in the setting.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed interactions between the childminder and children.

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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