

Childminder report

Inspection date: 20 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

The childminder has created a warm and nurturing environment, where children have lots of cuddles and have fun while they learn. The childminder has clear and consistent expectations of children's behaviour and a well-embedded routine. Relationships between children and the childminder are positive and respectful. As a result, children thrive and are happy and relaxed. Children are encouraged to have a positive 'can-do' attitude. At snack time, they help themselves to an appetising range of fruit. The childminder shows them how to hold their knives correctly to cut up the fruit. Even though it is quite difficult, all the children are determined to cut up their own fruit, supported and encouraged by the childminder. Children receive lots of praise when they succeed. This demonstrates children's positive attitude to their learning.

Speaking and listening has a sharp focus at the childminder's house. The playroom buzzes with chatter and discussion. The childminder takes every opportunity to skilfully engage the children in discussions about a range of topics. She ensures that all children have a chance to speak, gives them time to reply and introduces new and interesting vocabulary. For example, she uses the word 'atmosphere' in a discussion about space. This helps children to develop their communication, language and literacy skills.

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

- The childminder has adopted an effective curriculum. She uses assessment to carefully track children's progress and plans individual next steps for children's learning and development. Throughout her interactions and planned activities with children, she incorporates their next steps to support all children to make good progress.
- Children are supported to be highly independent. Even the youngest children know that at the end of play activities, they need to tidy up. They pick up toys and put them away and place pencils and crayons in the correct pots. When children need to wipe their nose, they help themselves to a tissue and then wash their hands afterwards. This develops children's confidence and prepares them well for starting school.
- Children enjoy listening to stories and joining in with familiar songs and rhymes. Overall, the childminder supports children's early reading and love of books well. Children enjoy listening to a book about a rocket and joining in with the words. However, children are not always encouraged and supported to independently access books, which reduces their opportunities to enhance their literacy development.
- The childminder is skilled in engaging children in interesting conversations and encouraging them to put forward their ideas. Outside, children use hammers to

break ice in a large water tray to try to find water-absorbing animals. They discuss how much the animals have increased in size and wonder aloud if they would absorb more water if it was warm. They plan an experiment to put the animals in warm water and discuss what they might see. This very effectively supports children's language development and helps them to develop a positive attitude to learning.

- The childminder takes every opportunity to bring counting and numbers into activities. Children listen carefully to a book about a rocket, which involves counting forwards and backwards. They repeat the numbers after the childminder. Children count out the cutlery at snack time and discuss the words 'more' and 'less'. This supports children to develop their early knowledge of mathematical language well.
- Children have lots of fun at the childminders house. They laugh and shout in delight as a bubble machine showers them with bubbles. Children jump up and down, pointing their fingers and trying to catch and burst the bubbles. They sway and dance in time to familiar music and songs. These activities help children to develop their physical skills and coordination.
- Children enjoy taking part in a range of activities in the wider community. They attend a music group, where they sing and play instruments, and a playgroup with the childminder. This gives children the opportunity to socialise with a larger group of children, safe in the knowledge that the childminder is close at hand. This helps to build children's confidence in larger group settings.
- The childminder is reflective about the care and education that she provides for the children. She completes additional training and regularly shares good practice and gains ideas from other childminders. This enables her to make continuous improvements to her practice.
- The childminder has a highly positive partnership with parents. Parents value the advice that the childminder is able to give regarding issues such as early speech and toilet training. They are full of praise and appreciation for the care and loving atmosphere that the childminder has created and say that their children are settled and happy.

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:

- provide more opportunities for children to access books independently to enhance their literacy development.

Setting details

Unique reference number	EY101064
Local authority	Oldham
Inspection number	10363739
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	7 January 2019

Information about this early years setting

The childminder registered in 2002 and is situated in Manchester. She operates her provision all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3.

Information about this inspection

Inspector

Sarah Gower-Jones

Inspection activities

- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector spoke to children to find out about their time at the childminder's provision.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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