

Childminder report

Inspection date: 19 December 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 provides a warm and welcoming environment where children feel happy and safe. Children seek out the childminder and any assistants that work with her for cuddles and reassurance and show they enjoy her company. This helps her to form strong bonds with the children. Furthermore, the childminder praises children on their achievements and understands the importance of building children's confidence and self-esteem to support their development.

The childminder's curriculum caters for children's ages and interests. She knows children well and is sensitive to all the children's needs and backgrounds. She collaborates closely with parents to gather information when they start. This supports all children, including those children in receipt of funded early education and children with special educational needs and/or disabilities (SEND), to make good progress from their starting points.

All children demonstrate positive attitudes to learning as they excitedly engage in activities that foster their creativity, curiosity, and understanding of science and early mathematics. Younger children learn about different shapes as they build towers with blocks while older children are encouraged to explore quantities as they excitedly recall how colours change when mixing different paints together. This helps to support children to gain a good understanding of early mathematics to prepare them for their next stage of learning.

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

- Children have good opportunities to develop their small- and large-muscle skills. For instance, children have fun as they develop their early writing skills. The childminder provides paints, brushes and mark-making tools for children to make marks. In addition, children enjoy moving their bodies as they dance and sing nursery rhymes. This promotes children's physical development well.
- Hygiene and care practices are good. The childminder helps children learn about good hygiene, such as through regular handwashing. She follows sleep routines from home and gently attends to children's personal care needs. Children enjoy a range of home-cooked and healthy foods. This helps raise children's awareness of the benefits of a healthy lifestyle.
- The provision for children with SEND is good. The childminder works in collaboration with children's parents and other professionals. She ensures that children receive timely referrals for additional support as required. The childminder knows children's uniqueness, and this enables her to consistently meet their individual needs well. Children with SEND are well supported to make progress alongside their friends.
- Partnerships with parents are well established. The childminder holds regular

conversations with parents and shares observations of their children. Parents are happy with their children's progress, particularly in their speech and self-care skills. The childminder ensures that parents are kept informed about their child's learning and development. This helps to provide continuity of care and ensures that all children are fully supported.

- The childminder is reflective and evaluative of her practice. For example, in addition to the daily verbal feedback to parents, the childminder has implemented parents' evenings to ensure that parents receive a more in-depth insight into their children's learning and development. This helps to ensure that she and any assistants that work with her are best meeting the needs of the current children and families.
- The childminder supports the practice of her assistants very well. She conducts regular supervision sessions to evaluate practice and identify training opportunities. Any assistants that work with the childminder share that they feel well supported. As a result, morale is high and there is a vibrant and positive atmosphere in the setting.
- The childminder has high expectations for behaviour, and children generally behave well. Children follow the childminder's simple clear instructions and routines well. They engage in group tasks and enjoy spending time with each other. However, when minor disagreements occur, such as a child taking a toy from another child, the childminder and any assistants do not always explain the importance of sharing and taking turns. This means that children's understanding of good behaviour is not consistently supported.
- Overall, the childminder supports children's communication and language development well. She speaks clearly to children and repeats words and phrases back to them so that they can hear the correct pronunciation. However, the childminder does not always consider noise levels and the impact this has on children's listening and attention skills.

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:

- support children consistently to develop their understanding of good behaviour to help them develop their social skills
- support children consistently to develop their listening and attention skills that help them to focus and concentrate during play.

Setting details

Unique reference number	EY364423
Local authority	Bury
Inspection number	10364198
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 3
Total number of places	12
Number of children on roll	12
Date of previous inspection	30 January 2019

Information about this early years setting

The childminder registered in 2008 and lives in Ramsbottom, Lancashire. She works with three assistants and operates all year round, from 7am to 7pm, from Monday to Friday, except for bank holidays and family holidays. The childminder and her assistants all hold a relevant qualification at level 3. The childminder provides funded early education for children.

Information about this inspection

Inspector

Kelly Little

Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Other adults in the setting spoke to the inspector during the inspection at convenient times.
- The inspector carried out a joint observation of group activities with the childminder.
- The inspector spoke with parents during the inspection to gather their views of the setting.

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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