

Childminder report

Inspection date: 30 January 2025

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder builds an ambitious curriculum that covers all areas of learning and development. The curriculum for children's literacy development is excellent. Children show a passion for reading. The childminder provides children with the option to choose a story. This supports children's emerging decision-making skills. Children beam with big smiles as they vote for which story they would like to read. The childminder captures children's attention as she reads with enthusiasm. She provides props that allow children to interact with the story. Children recite key phrases from familiar books. The childminder expands on children's knowledge by asking key questions. This encourages children to share their ideas. They excitedly talk about what will happen next in the story. This develops children's understanding of how stories are structured. Children make very good progress in their literacy skills.

Children show they are happy and safe in this nurturing environment. The childminder builds secure relationships with children. They show affection towards the childminder as they give her a cuddle. The childminder is kind and caring and a positive role model. She helps children to understand the boundaries for their behaviour within the setting. With a caring approach, the childminder supports children to learn about ways of sharing in an age-appropriate way. Furthermore, she encourages children to keep on trying when they find tasks difficult. For example, when children struggle to fix the lid onto the bottle, she carefully talks and models to children how to achieve this task. These positive experiences help children to develop resilience and a 'can-do' attitude.

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

- The childminder provides opportunities within her curriculum for children to learn about safety. For example, she develops children's understanding of road safety by teaching them how to cross the road safely. Furthermore, the childminder does not allow children to use online devices in the setting. However, the childminder does not support children to learn how to keep themselves safe online out of the setting. This does not fully support children to develop an understanding of risks that the internet may pose or where to go for support if they need it.
- The childminder understands the key skills she intends for children to learn and the order in which to learn them. For example, she supports children to strengthen their finger and hand muscles by providing opportunities for them to practise using tweezers, peeling and snipping. The childminder recognises these are essential skills to develop before holding a pencil. Therefore, the order in which children learn new skills helps them to make very good progress in their development.

- Children are confident in leading their own play. For example, they smile as they make their own models with bricks. Children show respectful relationships with each other. Together, they discuss how to build their model and play cooperatively. They beam with pride as they show the childminder their model. The childminder offers an abundance of praise. This boosts children's self-esteem.
- The childminder supports children's emotional well-being superbly. She helps children to understand their emotions in an age-appropriate way. For example, children explore a story to understand different feelings. Children are confident in expressing themselves and talk about their own emotions throughout the session. In addition, the childminder has implemented key strategies to support children's self-regulation. Children begin to develop good levels of self-control.
- Partnerships with parents and carers are strong. The childminder provides parents with regular updates to share key information. In addition, parents comment on how the childminder shares ideas with them from the training she attends. This helps parents to extend children's learning at home and maintains continuity in their child's learning.
- The childminder offers a curriculum that develops children's understanding of the natural world. Children recall prior knowledge about different plants they have planted in the environment. They recognise 'spider plants' and 'aloe vera' and further explain it is a 'gel'. This broadens children's vocabulary. Furthermore, the childminder takes children on regular trips in the local community to pick-up litter and learn how to recycle. This supports children to take ownership of their environment.
- The childminder attends regular training opportunities to enhance her own development. For example, she has recently completed training on supporting children's physical development. This has strengthened her understanding of the way children learn. As a result, the childminder plans an incredibly well-sequenced curriculum that builds cumulatively on children's fine and gross motor 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:

- develop opportunities in the curriculum to raise children's awareness of staying safe when using digital technology and the internet.

Setting details

Unique reference number	EY369899
Local authority	Bury
Inspection number	10367833
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	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	26 February 2019

Information about this early years setting

The childminder registered in 2006 and lives in Bury. She operates from 7.45am until 5pm, Monday to Friday, during term time. The childminder provides government funded childcare.

Information about this inspection

Inspector
Danielle Kelly

Inspection activities

- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- 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.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the 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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