

Childminder report

Inspection date: 22 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 builds good relationships with children. She gives children cuddles and reassurance. The childminder and children laugh together as they hide under material and peep at each other. Children are happy and feel emotionally secure in the childminder's care. The childminder offers children consistent praise and encouragement. For instance, children attempt to balance on one leg and she recognises their efforts. Children grow in their confidence and self-esteem. The childminder supports children to be kind to each other. She encourages older children to show care for younger children. Children demonstrate good behaviour.

The childminder supports children to demonstrate positive attitudes to their learning. Children take great pleasure in working out how to get animals out of ice. The childminder encourages them to use graters and salt, and add food colouring to observe changes in colours. Children are active in their learning and use their investigation and exploration skills. The childminder has high expectations of what children are capable of doing. She watches children as they play so she can assess their development stages. The childminder uses her assessments of children to plan experiences which enhance children's knowledge and skills. Children make good progress in their learning and development.

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

- The childminder has established a good educational programme to develop children's physical skills. For example, she supports younger children to develop strength in their legs as they stand up holding on to furniture and older children use spoons to mix liquid in bowls. Children become confident in controlling their bodies.
- The childminder creates a range of experiences to enhance children's personal, social and emotional skills. She uses books with children to help them to learn about their emotions and how they might be feeling. The childminder displays children's work to help them to feel valued for the things they do. Children manage their own feelings and understand how the things they do impact on others.
- The childminder is enthusiastic with children and provides lots of commentary to support children's understanding. She talks with children about what they are doing and how they are doing it. The childminder discusses animals and their features. For example, she comments how children are adding drips of water to a bowl and how camels have water in their humps. Children understand the different ways in which they might do things and enhance their knowledge.
- The childminder sometimes asks children too many questions in succession and she answers them herself. In addition, she asks questions she does not want children to answer. On these occasions, children do not have enough time to

tune into what is being asked, think and respond.

- The childminder undertakes regular training to help her to continuously improve her practice. Undertaking training has helped the childminder to focus more closely on what children need to need to learn. This has helped children to show good levels of interest in their learning and develop their engagement and concentration in activities.
- The childminder builds an effective curriculum to support children's mathematics. She uses lots of mathematical language with children, such as 'full' 'higher' and 'on top', and counts with children as they play. Children learn about the meaning of mathematical language.
- The childminder forms good partnerships with parents. Parents say the childminder is 'amazing' and they describe how she has worked with them to support their children to feel happy. They explain how the childminder has helped to develop children's eating and sleeping routines. Children benefit from a consistent approach to meeting their needs.
- The childminder teaches children in an age-appropriate way the things that make them unique. For instance, children learn about glasses and how they help people to see better because a family member wears them. Children play with dolls of different genders and cultures, and learn about different festivals. This helps children to understand about difference and appreciate diversity.

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:

- use questions with careful consideration, allowing children the time they need to think and respond to them.

Setting details

Unique reference number	EY375899
Local authority	Tameside
Inspection number	10364043
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	0 to 10
Total number of places	6
Number of children on roll	6
Date of previous inspection	22 January 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Audenshaw area of Tameside. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides government-funded childcare.

Information about this inspection

Inspector

Joanne Ryan

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 completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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