

Childminder report

Inspection date: 12 September 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 developed a nurturing, homely environment, which positively supports children's well-being. Children benefit from the caring relationships the childminder provides. For example, they confidently seek out the childminder to join in with their play. With her kind and caring attitude, the childminder helps children to build their own train track. Children feel happy, safe and settled in her care. The childminder supports children to develop a sense of belonging. Children burst with pride as they show the childminder their colourful picture. The childminder acknowledges their achievements and provides plenty of praise. This boosts children's self-esteem. Children are developing positive attitudes towards their learning.

The childminder's curriculum for children's literacy development is a real strength. The childminder prioritises reading to the children regularly to support their communication and language skills. Children develop a love for stories. They excitedly sit down for story time with their props as the childminder reads 'The Very Hungry Caterpillar' with enthusiasm. Children beam with big smiles as they remember their previous learning and join in with key phrases. As children say, 'He has a tummy ache', they rub the caterpillar's tummy. The childminder encourages children to learn new vocabulary, such as 'cocoon'. They talk together about what a cocoon is and what it might look like. This all helps children to broaden their ever-growing vocabulary. Children are making good progress in their emerging literacy skills.

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

- The childminder has a clear curriculum intent in place and considers what she wants children to learn. However, when implementing this there are some inconsistencies in how the childminder sequences some learning experiences. For example, children are asked to copy a picture of a caterpillar and colour in the lines before being confident with holding a pencil correctly. Consequently, at times, the order in which children learn new skills does not always fully enhance their development.
- Partnerships with parents are good. The childminder collects information from parents about children's routines, interests and what they can already do when they first start. This helps the childminder to plan and support children's individual needs. Furthermore, she keeps parents up to date through daily discussions about their child's development. The childminder provides advice on topics such as reducing dummy time to support children's communication and language skills. These effective parent partnerships help to ensure consistency in supporting children's development at home and at the setting.
- The childminder provides opportunities for children to learn about healthy

lifestyles. She encourages the children to take turns and fill the 'hungry caterpillar' prop with healthy fruits and vegetables. Children discuss which food and drinks are healthy and they explain how food can give them energy. This all helps children to develop an understanding of what contributes to their own good health.

- The childminder is a positive role model and sets high expectations for all children. She supports children to understand the behaviour boundaries in the setting. For example, she encourages children to tidy up their resources. Children listen carefully to the childminder and work together as a team to tidy up after themselves. They are developing kind and respectful attitudes towards each other and take ownership of their environment.
- The childminder encourages children to be independent. For example, she supports children to put their own shoes on before outdoor play. Additionally, older children go to the toilet independently and wash their own hands. Children are developing good independence skills that they will need for the future.
- The childminder is reflective of her practice. She attends different training opportunities to improve her own knowledge and skills. For example, the childminder has attended training on supporting children's communication and language development. This helps to broaden children's experiences. In addition, the childminder prioritises networking with local childminders to share ideas and good practice. This provides children with opportunities to develop their social skills and positive relationships with others.
- The childminder failed to notify Ofsted of a significant event that is likely to affect the suitability of any person who is in regular contact with children on the premises on which childminding is provided. There was no impact of this on children and this has not affected the quality of provision.

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:

- strengthen the sequencing of the curriculum to consistently enhance children's learning and development.

Setting details

Unique reference number	EY377214
Local authority	Bury
Inspection number	10355287
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	23 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in the Whitefield area of Greater Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday. The childminder holds a childcare qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Danielle Kelly

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.
- Children spoke with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and the 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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