

Childminder report

Inspection date: 11 February 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	Good
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What is it like to attend this early years setting?

The provision is good

The childminder builds positive, trusting relationships with children, creating a safe and supportive environment where they feel valued and respected. She takes the time to get to know each child individually, offering emotional support and encouragement. This helps to build children's confidence and sense of security. Through warm interactions and consistent care, the childminder ensures that children feel comfortable expressing themselves and are confident in her care.

The childminder consistently praises children to build their confidence and self-esteem. She offers meaningful compliments recognising their efforts. This helps children feel proud of their achievements. For example, when children play with instruments, the childminder supports younger children to test out their own ideas, such as pressing the keys on a piano. They observe the effects, and she encourages older children to sing songs independently. This positive reinforcement supports children to engage in new activities with enthusiasm and self-assurance.

The childminder uses her observations of children to identify their strengths and areas for improvement. This helps her to plan for the skills children need to learn next. This helps children to 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 provides an ambitious and well-designed curriculum that supports children's learning and development across all areas. She plans activities that are tailored to children's interests and builds on prior learning, with a clear focus on developing key skills in communication, physical development, and personal, social and emotional growth. Children are well prepared for the next stages of learning.
- The childminder provides a language-rich environment where children's communication skills are well supported. She engages them in conversation, reads stories, sings songs and introduces new vocabulary through everyday interactions. She uses strategies, such as repetition, modelling language and linking words to objects and actions. These help to build children's confidence and develop their speaking and listening skills effectively.
- The childminder manages children's behaviour effectively by using positive reinforcement, clear explanations and consistent boundaries. She encourages children to use 'kind hands' and supports them in understanding the consequences of their actions. By modelling appropriate behaviour and offering guidance at a child's level, she helps children understand the importance of respectful interactions.
- The childminder has attended some training to enhance her knowledge and confidence in supporting children's learning. While she has taken steps to seek

some guidance, she has not yet fully explored how she can develop a deeper understanding of strategies that are available to fully support children's learning further.

- The childminder establishes good partnerships with parents, ensuring open communication and collaboration. She provides regular updates on children's progress, shares developmental insights and works closely with parents to support each child's individual needs. This approach fosters trust and ensures a consistent approach to care and learning, both at home and within the setting.
- The childminder promotes children's independence by encouraging them to take responsibility for tasks, such as putting on their coats, feeding themselves and washing their hands. She plans plenty of opportunities for children to make choices and solve problems, helping them to develop confidence and a sense of responsibility in their daily routines.
- Opportunities for children to learn about diversity and inclusion are not yet fully embedded in the curriculum. The childminder provides some experiences that are related to different cultures and backgrounds, but there is not a secure educational programme to help children develop a deeper understanding of differences in people, communities and the wider world. As a result, children have fewer opportunities to develop a broader understanding of the diverse world around them.
- The childminder supports children's physical development by providing a range of opportunities for active play, both indoors and outdoors. Children use water bottles to squirt and mix colours during a craft activity, helping them develop their fine motor skills and hand-eye coordination. Regular outdoor play and walks also contribute to their overall physical health and well-being.

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:

- access further professional development opportunities to enhance knowledge and confidence in supporting children who might require extra help in their learning
- enhance opportunities for children to develop their understanding of diversity.

Setting details

Unique reference number	EY390628
Local authority	Tameside
Inspection number	10372388
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	16 April 2019

Information about this early years setting

The childminder registered in 2009 and lives in Dukinfield, Tameside. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3. She provides government funded childcare.

Information about this inspection

Inspector

Joanne Ryan

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.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the 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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