

Childminder report

Inspection date: 3 March 2020

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 shows a professional and well-organised approach to managing her setting. She is passionate about her role and has high expectations for all children. The childminder is well qualified. She has a good understanding of how children learn and implements her curriculum effectively. This has a positive effect on children's learning experiences.

Children are very comfortable in their surroundings. They show their contentment when they happily sing to themselves as they play. Children go on regular outings, such as to play centres and they attend weekly music sessions. Children are polite, well behaved and all get on well together. There is scope for the childminder to strengthen the way she organises some daily routines in order to promote even more social interaction among children.

The childminder promotes children's early mathematical skills well. She talks to children and praises them for using good words, such as 'disappeared' and 'delicious'. This helps to encourage their language development. The childminder provides clear explanations to support children's understanding. For example, when children practise doing a forward roll, she explains why they must tuck their head in to protect their neck.

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

- The childminder creates a calm, homely and welcoming atmosphere. She shows affection towards children when she offers cuddles and provides reassuring hugs. This helps children to feel confident and emotionally secure.
- The childminder plans her environment carefully. She considers children's learning needs and provides activities to encourage purposeful play. The childminder knows how to have fun with children. This is evident as they laugh together when they throw and catch bean bags.
- Children develop their problem-solving and counting skills when they join in games, such as skittles. The childminder reminds children to 'point and count' when they calculate how many cups they have knocked down. Children show good initiative when they move the starting point closer to the target to improve their aim.
- The childminder closely monitors children's development and clearly identifies what they need to learn next. Her assessments of children's skills between the age of two and three years are very effective. This gives parents accurate and comprehensive information about their children's progress.
- Meticulous attention is given to promoting good hygiene routines. All visitors are requested to remove their shoes and wash their hands before entering the childminder's home. Even the youngest children learn to place tissues in the bin

and wash their hands. This helps to safeguard and promote everyone's good health.

- Children consistently receive clear messages about expectations regarding their behaviour. The childminder explains when children's behaviour may not be kind and encourages them to say 'sorry' if they upset others.
- Parents confirm that children are very well fed. The childminder frequently provides new and healthy foods for children to try. However, she does not consistently make the best use of mealtime routines in order to help children to continue to enjoy social interaction.
- The childminder focuses sharply on children's best interests. She demonstrates an impressive commitment to working together with parents to support children's needs. Parents report that the childminder communicates effectively with them and shows genuine care for children. Parents express how pleased they are with how much children have come on in a short period of time.
- Since the last inspection, the childminder has taken effective steps to improve her links with the other settings children attend, such as school. Communication with teachers is effective and benefits children's care and learning. The childminder has made several improvements to her garden. Consequently, children can play outside in all weather and challenge their physical skills on the new climbing equipment.
- The childminder keeps herself well informed. She works closely with other childminders and uses information from websites, for instance, to help her to support children's communication skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her knowledge and understanding of safeguarding. She is confident in knowing how to identify children who may be at risk of harm and what she must do to keep them safe. The childminder ensures her home is safe and secure. She has increased children's safety in the garden, for example, by adding a new gate. Children learn how to keep themselves safe on outings. They demonstrate this, for instance, when they remember that 'the red man means stop and the green man means go'.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- help children to continue to enjoy high levels of social interaction, for example, during mealtimes.

Setting details

Unique reference number	EY405106
Local authority	Tameside
Inspection number	10074413
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	3 May 2016

Information about this early years setting

The childminder registered in 2010 and lives in Dukinfield, Manchester. She operates all year round from 7.30am to 5pm, Monday to Thursday, and from 7.30am to 4pm on Friday. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Jan Linsdell

Inspection activities

- The inspector talked to the childminder about how she organises her setting and how she plans and delivers the curriculum.
- A joint evaluation of children's play and learning was carried out by the inspector and the childminder.
- Discussions were held with the childminder and children at appropriate times during the inspection.
- Parents provided written feedback, which the inspector reviewed.
- The inspector looked at a sample of documents, including evidence of the childminder's qualification and the suitability of household members.

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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