

Childminder report

Inspection date: 28 February 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

Children are happy and content in the childminder's care. For example, they enjoy snuggling up together for stories and laugh excitedly when they are tickled. The childminder gives children lots of praise and encouragement. For instance, she comments on how brilliant the cards are that children have created and tells them how much she loves the work they have produced. This supports children to be confident in testing out their own ideas, and they demonstrate positive attitudes towards their learning.

Children understand the expectations of their behaviour. They know where things are kept and make choices about the things they want to do. The childminder explains to children what will happen next in the routine. For example, she tells children when they will have lunch and what they will do after they have eaten. The predictable routine gives children the confidence to take charge of their own activities. The childminder has high expectations of children and supports children to be independent and to manage their own self-care. For example, young children are competent at feeding themselves.

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

- Children are learning about how to care for others. For example, they take pleasure in looking after the dolls, putting them to bed and feeding them. This helps children to develop their personal, social and emotional skills as they show empathy and concern.
- Overall, the childminder observes children and notices what they are able to do. She uses this knowledge to plan experiences that support them to make good progress in their learning and development. For example, she encourages children who can speak in one word to put two words together.
- Children are developing a love of books. For example, the childminder and children enjoy looking at books and children point out things they can see, such as 'treasure'. This helps children to respond to simple questions and listen with increasing attention and recall.
- The childminder purposefully teaches children about the world around them. For example, she creates play experiences with small-world equipment where children learn about zoo animals, taxis and aeroplanes and younger children name different animals such as pandas and monkeys. This helps children to make connections between things they are reading about in stories and the things that they play with.
- Children demonstrate good behaviour. For instance, the childminder encourages children to help to tidy up the toys and equipment when they finish playing. This helps children to understand about the importance of taking care of the equipment they have used.

- The childminder reflects upon her practice and makes improvements. For example, she considered the time she was giving children to play and now she gives them longer to explore and investigate. This has helped children to develop their levels of concentration.
- The childminder has undertaken mandatory training, such as safeguarding and paediatric first aid. However, she has not undertaken training and professional development related to teaching and learning. This means that she has not been able to deepen her knowledge about how children learn. Consequently, children do not make exceptional progress.
- Partnerships with parents are good. The childminder works with parents and provides advice on how to support children's learning and development at home, building upon the strategies she uses in her setting. The good working relationships support children to have a consistent approach to their care and education.
- The childminder provides children with experiences that strengthen the muscles in their hands and develop their hand-eye coordination. For example, children hold and use glue sticks and pencils, manipulating them to create the desired effect. This provides children with the skills that they need for early writing.
- Children are developing their large physical skills. For instance, they regularly visit the park at the end of the street, where they climb through tunnels, walk up steps and glide down slides. This helps children to move with confidence around, under and over climbing equipment.

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:

- extend engagement with professional development opportunities to further improve knowledge and develop teaching skills.

Setting details

Unique reference number	EY438241
Local authority	Tameside
Inspection number	10312079
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	5
Date of previous inspection	19 April 2018

Information about this early years setting

The childminder registered in 2012 and lives in Denton, Manchester. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure 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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