

Childminder report

Inspection date: 15 October 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 provides a safe and nurturing environment for all children, who show that they are happy and secure in her care. As they arrive, children are warmly greeted by the childminder. They confidently say 'bye bye' to parents as they begin their day with her. Children smile as the childminder engages in play with them. She models how to move the cars up and down the ramp for the youngest child to copy. The children enjoy exploring the environment and different resources that are available to them. The childminder sets up the environment to what children's interests are and what areas they are developing in.

The childminder regularly engages children in discussions. She models language clearly and introduces new vocabulary, such as 'aubergine' and 'mushrooms'. Children repeat these new words during the play session. On library visits, children learn how to have quiet voices. As a result, children are learning to become effective communicators.

The childminder finds out from parents about their children's routines, interests and abilities before they start at the setting. She uses this information to plan for children's individual learning. She is a good role model who encourages children to share with one another and use their manners. Children say 'please' and 'thank you'. Older children show care and consideration to younger children, helping them complete tasks. As a result, children behave well.

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

- The childminder has a clear intent for her curriculum and what she wants all children to learn. However, although she knows children well and provides stimulating learning opportunities, at times aspects of the curriculum do not build on what children currently know and can do. As a result, children do not always fully engage in the learning experience that is provided.
- The childminder teaches the children to respect others and develop their understanding of other cultures and beliefs. They take part in cultural celebrations. For example, they cook foods eaten at Chinese New Year and use a range of books to understand different celebrations. They learn about the diversity of people, which prepares them for life in modern Britain.
- The childminder supports children to develop social skills by taking them to a range of group activities during the week with other childminders. They develop friendships with the other children who attend these groups. This also provides children with opportunities to interact with larger groups of children.
- The childminder ensures that her mandatory training is up to date. She actively attends further training that she feels would support her in her role. For example, the childminder has taken part in language screening and feels

confident to create targets to help further support children with language and communication delays.

- The childminder promotes healthy eating and oral health. Children enjoy healthy snacks of fruits. They enjoy cutting up their own fruits at snack time. This helps to support their physical development and promotes conversations describing the fruits. Children learn how to brush their teeth and the importance of keeping their teeth clean.
- Children are beginning to understand routines. They wash their hands before mealtimes and develop their independence skills. However, sometimes, children are not encouraged to put away resources before moving on to another. This does not provide them with consistent messages about taking responsibility for their environment.
- Partnerships with parents are good. Parents speak highly of the childminder and value the information she shares with them about the children's learning. This enables parents to extend children's learning at home even further. Parents say that children enjoy spending time with the childminder and make good progress.

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:

- ensure that children are secure in what they know before moving on to their next stage of learning
- support children to take responsibilities for resources in their environment

Setting details

Unique reference number	EY451735
Local authority	Tameside
Inspection number	10359978
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	19 December 2018

Information about this early years setting

The childminder registered in 2012 and lives in Stalybridge, Cheshire. She operates all year round, from 7.30am to 5pm, Tuesday to Thursday, and from 8.30am to 2pm on Fridays, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lisa Grundy

Inspection activities

- The childminder and the inspector completed a learning walk together. The childminder shared with the inspector what they want children to learn and how they will do this.
- The inspector spoke to the childminder and the children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke to parents and considered their views.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector looked at relevant documentation, including paediatric first-aid certificate.

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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