

Childminder report

Inspection date: 23 December 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 creates a warm and nurturing environment. This helps children to feel genuinely at home, which significantly enhances their overall well-being in this supportive setting. Children develop strong and trusting relationships with the childminder and feel valued and respected. For example, the childminder gives children ownership of their play and learning, allowing them to choose resources and lead their play. This approach develops children's independence and gives them a sense of belonging.

The childminder plans activities that link to children's interests and next steps in learning. For example, children explore colour, shape and number as they craft festive cards and pictures. They use stickers to personalise them in accordance with their interests, such as dinosaurs or unicorns. This helps children to remain focused on their activities.

Children play well alongside the childminder and each other. They display an eagerness to join in the activities and games she provides. Children embrace all aspects of their play and explore the environment confidently from an early age. Children's behaviour is good. The childminder uses effective strategies to encourage children to think about the words they use and the actions they display and the impact this has on their friends. This helps children to be empathetic and caring of each other's emotions and well-being.

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

- The childminder has created an ambitious curriculum that is built on children's current interests and identifies what they need to learn next. She monitors children's progress closely and shares information from her assessments about children's learning and development with their parents and carers. However, during some activities, the childminder does not consider what individual children need to learn next when supporting their learning.
- Children learn about the importance of daily routines. For example, they help the childminder to tidy away their toys and activities in preparation for the next part of their day, such as lunchtime. Children wash their hands independently before helping to prepare their meals. The childminder uses mealtimes to discuss important messages with children, such as eating a healthy diet to maintain good health and well-being, and to develop new skills, such as buttering bread.
- The childminder supports children's development in mathematics well. She teaches children to recognise and sequence numbers before introducing mathematical language such as addition, sequences and pattern. This helps children to secure good skills in early mathematics.
- Children are confident communicators. The childminder encourages children to

use their voices and share their thoughts and ideas about their play. She has put strategies in place for younger children to develop their speaking and communication skills. For example, the childminder encourages younger children to use gestures and simple words to communicate, while she supports older children to be more descriptive in their language. As a result, children develop strong language skills.

- The childminder helps children to learn how to keep themselves safe. She teaches children the importance of identifying hazards and ways to keep themselves safe from harm. Children learn about consent from a very early age. The childminder uses regular conversations linked to behaviour management to encourage children to have a voice and be heard. As a result, children are aware that a first response should be respected.
- The childminder regularly reviews and reflects on the practice and service she offers to children. She has considered ways to enhance her professional development and has created an action plan to enhance her setting. For example, the childminder has identified how she will develop her own knowledge in expressive arts and design. As a consequence, she plans for children to access a wider range of exciting activities to support their development.
- The childminder ensures that children have access to fresh air and exercise. Children make frequent visits to the local parks and enjoy walks to the local shopping areas, where they purchase items and learn about how things grow. The childminder further supports children's knowledge by offering gardening trips where children learn how to plant seeds, tend to the growing plants and harvest them correctly. This helps children to gain an understanding of their wider world.

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:

- use knowledge of children's next steps of development to support their learning and development more consistently.

Setting details

Unique reference number	EY478713
Local authority	Tameside
Inspection number	10363905
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	2 to 9
Total number of places	12
Number of children on roll	8
Date of previous inspection	15 January 2019

Information about this early years setting

The childminder registered in 2014 and lives in Hyde, Tameside. She operates all year round, from 7am to 6pm, Monday to Friday, except for family holidays. The childminder works alongside an assistant. She offers government funded childcare.

Information about this inspection

Inspector
Shelley O'Brien

Inspection activities

- The childminder discussed with the inspector how she organises her early years provision, including the curriculum intent for children's learning.
- The childminder showed the inspector around the premises and discussed how she ensures that they are safe and suitable.
- The inspector observed activities indoors and assessed the impact on children's learning.
- The inspector took into account the written views of parents. She viewed some of the key documentation used by the childminder.
- The inspector held conversations with the childminder, her assistant and children at appropriate times during the inspection. The inspector and childminder conducted a joint reflection together.

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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