

Childminder report

Inspection date: 1 October 2019

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 settle in very quickly in this caring and nurturing environment. They feel safe and form secure attachments with the childminder. Children confidently reach out to the childminder for cuddles and reassurance, especially when feeling tired and upset during the day. Parents comment positively on the homely and caring environment. They praise the variety of activities provided and say they appreciate the importance of these early experiences for preparing children for school. The childminder plans exciting activities for children based on their interests and the next stage in their development. She skilfully supports children's language development. For example, she sings songs with children, models correct pronunciation and encourages conversations to help extend their use of language. Children benefit from the range of outings they attend in the local community to extend their knowledge of the wider world. For example, they enjoy feeding the ducks at the local park, visiting the library to find books about festivals from around the world and visiting the zoo to see larger animals. The childminder has high expectations of children and gives gentle reminders to guide their behaviours. Children behave well and relish the opportunity to help the childminder with daily tasks, such as sweeping the floor and cleaning the tables ready for snack.

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

- The childminder engages effectively with parents and other local services when needed. This promotes early support for children and ensures a consistent approach to help them make good progress.
- The childminder knows the children and their families well. She is attentive and meets children's needs swiftly. Children learn to manage risks for themselves. For example, they learn about road safety as they walk to school and talk about keeping themselves safe near water as they feed the ducks.
- The childminder develops good partnerships with the schools that children attend. She works closely with other professionals to provide continuity in children's care and learning. For example, the childminder continues the same activities within her home, such as learning about different forms of transport. She discusses different types of construction vehicles to support children's interest and knowledge of the wider world.
- Children are developing mathematical language as they play. They count the number of diggers in the sand and work out how to sequence them in order of size.
- The childminder completes mandatory training and is taking steps to develop her provision, such as networking with other childminders to share good practice. However, she does not give enough consideration to her professional development to further develop her early years knowledge, teaching and skills.
- Children enjoy plenty of opportunities to develop their independence. They use a

knife to chop up their own fruit safely at snack time, zip up their own coats and make choices in their play. Children develop good control and coordination as they scoop up sand using small spoons and tweezers.

- Children's physical health is supported well. They manage their personal care needs, help themselves to drinks of water throughout the day, participate in daily walks to school and enjoy healthy snacks of fresh fruit selections. These experiences help children learn the importance of a healthy lifestyle.
- The childminder is actively involved as children play. She joins in with stories, giggles and laughter, creating a relaxed environment where children are keen to explore. Children benefit from the good amount of praise and encouragement offered by the childminder.
- The childminder uses a good range of observations that feed into regular and clear assessments, to support children's next steps in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs that may indicate a child is at risk of harm. She understands how to identify and report any concerns to the relevant authorities. The childminder receives regular updates from the local authority in all aspects of safeguarding children. She ensures that all new legislation is updated within her policies and procedures. The childminder completes regular risk assessments and ensures a safe environment. She is aware of wider safeguarding concerns and demonstrates due regard to the 'Prevent' duty.

What does the setting need to do to improve?

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

- strengthen the plans for professional development to help raise the quality of teaching and raise outcomes for children even higher.

Setting details

Unique reference number	311967
Local authority	Tameside
Inspection number	10072079
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	7
Date of previous inspection	28 September 2015

Information about this early years setting

The childminder registered in 1997 and lives in Mossley. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Kay Heaford

Inspection activities

- The inspector observed interactions between the childminder and children present.
- Parents' views were taken account of through written feedback provided.
- A joint evaluation of an activity was completed by the childminder and the inspector. The quality of teaching was observed and the impact this has on children's learning.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and the suitability of persons living on the premises.

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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