

# Childminder report

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Inspection date:

2 December 2019

**The quality and  
standards of early  
years provision**

**This  
inspection**

**Met**

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Previous  
inspection

Inadequate

## Summary of key findings

### This provision meets requirements

- The childminder has addressed the actions raised at her previous inspection. She has worked closely with the local authority advisers, who have provided valuable support and guidance. The childminder now demonstrates a commitment to ensure continuous improvements in all aspects of her practice.
- The childminder has updated her knowledge of child protection. She has a good understanding of how to keep children safe. Furthermore, she is aware of the procedures to follow if she has any concerns about a child's safety or well-being.
- Children are provided with a wide range of activities that supports their future learning. The childminder provides an enjoyable and meaningful curriculum that builds on children's interests. For example, she provides innovative activities such as writing letters and buying stamps to help children to learn about the journey of a letter.
- Partnership with parents is given high priority. The childminder understands the importance of providing parents with regular feedback about their children's progress and learning. She shares ideas with parents to extend children's learning at home. The childminder also provides a written summary of the progress check for children aged between two and three years.
- The childminder understands the importance of helping children to regulate their behaviour. For example, she provides activities that encourage children to talk about their feelings and to understand boundaries, such as no shouting.
- The childminder has the same ambitions for all children and recognises the importance of providing an inclusive service. She helps children to learn about similarities and differences, for example, by celebrating festivals. She also offers activities and toys that avoid stereotypes, which helps children to develop respect for others.

There were no children present when this inspection took place. The findings in this report are based on evidence gathered from discussions with those who care for the children and an inspection of the premises, equipment and relevant documentation. Where there are no children present, no judgement is made on the quality of the early years provision as there is no reliable evidence on which to assess its impact on children. The report states whether the provider continues to meet the requirements of registration.

## Setting details

<b>Unique reference number</b>	312097
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10117827
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	12 July 2019

## Information about this early years setting

The childminder registered in 1992 and lives in Ashton-under-Lyne, Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Tricia Graham

### Inspection activities

- The inspector viewed all areas of the premises where childcare is provided, including the back garden.
- The inspector discussed with the childminder how she evaluates her practice.
- The inspector talked to the childminder about the curriculum.
- The inspector reviewed some documents, including the childminder's first-aid certificate, medication records and attendance registers.
- The inspector considered how the childminder works in partnership with parents.

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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