

Childminder report

Inspection date: 21 February 2020

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 have a strong sense of belonging in the childminder's care. For example, they move around the childminder's home confidently and select toys that offer them excitement. Toddlers demonstrate a can-do attitude as they operate simple electronic resources such as the toy tractor and proudly declare 'it's moving'. They also rise to the challenge with more difficult activities. The childminder wants children to learn and enjoy what she provides. She also understands that children need to practise and develop their new skills. As a result, she ensures that activities, such as the complex shape boards, are left out so children can fine tune their developing skills. Children's hard work and achievements are rewarded with lots of kind words and praise from the childminder. They are extremely happy and safe.

The childminder works closely with parents, which helps to promote continuity in children's care and learning. Parents appreciate the childminder's warm and friendly approach. They comment positively that their children are making 'great progress' and that the childminder encourages their good behaviour. Children are very well behaved and are making huge strides in most areas of their development. This helps to prepare them well for their next stage in learning, including their transition to school. However, the childminder has not developed strong partnerships with the local school that children attend. This means she is not as successful at complementing children's learning in school.

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

- The childminder is enthusiastic and dedicated to her role. Her love of reading shines through and no time is lost to help children experience the joy of reading. The childminder has an impressive range of books that are easily accessible. Toddlers select their favourite books, such as 'Squash Spider', and thoroughly enjoy sharing these stories with the childminder. She is skilled at reading. She introduces the title and the author and encourages toddlers to read the next word, which keeps them engaged.
- Children benefit from a language-rich environment, which helps them to learn new words and communicate their experiences. For example, toddlers construct simple sentences and attempt tricky words that they have learned, such as 'octopus' and 'diplodocus'. Children's language and speaking skills are further enhanced through high-quality interaction from the childminder. She listens to what they say and responds appropriately, for example by following their lead and reinforcing new words. Although reading is a key strength, the curriculum is not planned as effectively to help children develop their early writing skills.
- The childminder has a good understanding of child development and how young children learn. She extends children's learning by following their interests and

preferences. For example, she provides bags, tubs and trucks for children who like to 'transport' objects from place to place. At other times, children who prefer 'enveloping' themselves enjoy making dens in the conservatory. They also wrap themselves up in the hand-knitted blankets that the childminder has made. These blankets also act as comforters, which helps children feel safe and secure. Children have so many opportunities to learn and practise new skills in this homely and stimulating environment.

- A great deal of learning takes place on outings, which children thoroughly enjoy. They embark on trips to the library, which helps to reinforce their love of reading. Children learn about nature as they venture on walks in the woods and visit Marple Memorial Park. The childminder also takes children on bus rides to help develop their social skills and to encourage them to sit for longer periods. The childminder uses these experiences to help children learn important skills in preparation for school. Overall, children are very well prepared for their transitions to school, which sets them off to a flying start. However, the childminder has not developed effective links with teachers once children start school. This means she is unable to complement children's learning in school.
- Children are well behaved. They demonstrate high levels of confidence as they select their own toys and activities. For example, toddlers eagerly explore the pretend dinosaurs, which they name with confidence. They are also willing to have a go at new activities that offer challenge. These activities help them to develop resilience and determination. The childminder is skilled at using children's interests to help them develop as considerate individuals. For example, she reads a story about a dinosaur who bumps into everything, to help the toddlers understand why some children, adults and dinosaurs need to wear glasses. These meaningful activities help toddlers recognise the similarities and differences that connect them to, and distinguish them from, others.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety at all times. For example, all areas of her home are safe and secure. The back garden is fully enclosed and the sewing room on the first floor is locked and out of bounds to children. The childminder has a secure knowledge of child protection and knows how to report any concerns. She has previously worked with external agencies to help children and families who need a little support. Children's safety is further assured because the childminder implements her mobile phone and e-safety policies effectively.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their finger muscles and

practise their early writing skills

- develop partnership working with teachers to complement children's learning at school.

Setting details

Unique reference number	312231
Local authority	Tameside
Inspection number	10072086
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 10
Total number of places	6
Number of children on roll	7
Date of previous inspection	23 September 2015

Information about this early years setting

The childminder registered in 1992 and lives in Denton, Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She receives funding for free early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector took account of one letter completed by a parent.
- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector discussed the childminder's self-evaluation.
- The inspector viewed all areas of the childminder's home where childcare is provided.
- The inspector viewed a sample of documentation, including training records and the childminder's 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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