

Childminder report

Inspection date: 10 June 2021

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| 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 | Requires improvement |
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time with the childminder. She is nurturing in her approach and children ooze with excitement as they greet her. Children are extremely settled as they make themselves at home. Children are safe and well cared for. The childminder has revised her curriculum due to the COVID-19 (coronavirus) pandemic. She wants all children to grow and reach their milestones regardless of any restrictions. For example, she takes new children to visit other childminders' gardens so they can develop their social skills as they meet new friends in a safe outdoor space. At other times, children visit Daisy Nook Country Park to learn about features of the environment, such as the flowing river. This helps to widen their awareness of the natural world.

A particular strength of the curriculum is how well it supports children's independence. Children have ample opportunities to practise and refine their independence skills. For example, they are given time to put on their shoes all by themselves. This valuable time helps children to master this tricky skill, which in turn gives them a sense of accomplishment. Overall, children are acquiring lots of knowledge and skills to help their future learning. However, some aspects of learning, such as helping younger children to develop an interest in books, are overlooked.

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

- New children gain confidence quickly and are eager to learn. For example, one-year-old children practise their physical skills as they climb the steps of the slide. They also act out experiences of older children as they attempt to do a headstand, which demonstrates their determination and willingness to learn.
- The childminder recognises that partnership with parents is crucial in helping children to develop their knowledge and skills. For example, the childminder and parents work together to help children to use appropriate cutlery at mealtimes. This approach provides continuity in children's learning and helps them to succeed. A parent commented that their child has made so much progress.
- The childminder is clear on what children need to learn and why. She plans 'our next steps to success' by providing focused activities that help children to develop specific skills, such as good control and coordination. However, the childminder's assessments of what children know and can do are not consistently accurate. This means some aspects of learning, such as widening younger children's vocabulary, are not as challenging as other aspects.
- Children's personal development is promoted well. For example, one-year-old children are extremely contented as they snuggle on the childminder's knee. The childminder is kind and caring, which supports children's physical and emotional well-being. Children are extremely happy and settled in this nurturing home.

- Hygiene practices are effective in minimising the risk of cross-infection. Older children understand why additional hygiene measures are implemented. They follow the rules well. For example, they know to wash their hands thoroughly, using individual hand towels, when they arrive at the childminder's home. This practice also helps children to understand that good hygiene helps to keep them safe.
- Children benefit from lots of outings in the fresh air, which helps to promote their good health. The outdoor curriculum provides open-ended opportunities for children to explore and make links. This offers children a wealth of learning opportunities. For example, children enjoy learning about different nesting sites for birds. They are particularly fascinated that a robin has made a nest in a teapot hung on the pergola.
- Older children have access to a wide range of books which ignite their passion for reading. The childminder also complements children's learning at school by helping them with their reading books. As a result, children are beginning to read and understand simple sentences. However, books are not readily available for younger children. This means they have fewer opportunities to develop an interest in print and experience the joy of stories compared to older children.
- The childminder has made improvements since the previous inspection. She understands her strengths and weaknesses. The childminder has been proactive in developing her knowledge through online courses and has recently achieved a diploma in autism awareness. She is committed to maintaining high standards in all aspects of her childminding service. As a result, children benefit from her continued professional development and an exciting curriculum.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has kept her knowledge of child protection up to date through relevant training. She is acutely aware of the procedures to follow should she have any concerns about a child's well-being. The childminder also knows the agencies to contact should an allegation be made against herself or a family member. The curriculum helps children to stay safe from a young age. For example, one-year-olds know they cannot climb back up the slide in case they hurt themselves. Overall, the childminder's risk assessments are effective in keeping children safe, especially during the COVID-19 pandemic.

What does the setting need to do to improve?

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

- encourage young children to develop a love of books and stories to help extend and widen their vocabulary
- ensure assessments of what children know and can do are consistently accurate.

Setting details

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| Unique reference number | 312013 |
| Local authority | Tameside |
| Inspection number | 10106785 |
| 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 10 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 15 April 2019 |

Information about this early years setting

The childminder registered in 1994 and lives in Ashton-under-Lyne, Tameside. She operates all year round, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The childminder and the inspector evaluated an activity.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector talked to the childminder about the curriculum.
- The inspector spoke to one parent during the inspection.

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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