

Childminder report

Inspection date: 13 January 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder has made some changes to her setting in response to the COVID-19 pandemic. Children and their parents are welcomed by the friendly childminder at the door. Children happily enter the setting and confidently find what they want to play with. Children are safe in this setting. They behave well. They are polite and use good manners. With some gentle encouragement, children follow the setting rules, such as walking inside. Children are learning to calm themselves. They spend time practising yoga and meditation, which also supports their physical development.

Children spend lots of time learning in the outdoor environment. The childminder has high expectations for children's learning. This helps them to become curious learners. They enjoy spending time exploring natural resources, including pine cones, which have been collected on nature walks. The childminder supports children's mathematical development well. Children are learning about number, size and shape. They experiment with different-shaped objects to see which ones fit down tubes. The childminder offers children lots of praise and encouragement. Children are developing their independence skills. The childminder sensitively and effectively supports children who are learning to use the toilet. She encourages children to practise good hand hygiene throughout the day.

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

- The childminder knows children well. She gathers a wealth of valuable information from parents when children start. The childminder uses this, alongside her own accurate assessments, to plan how she can develop children's learning further. Therefore, children are making good progress across all areas of learning.
- Children's communication and language development is well supported. The childminder reads familiar stories with children. She makes these interactive, which encourages children to join in and recall the main events. The childminder makes good use of songs. Children confidently sing their favourite nursery rhymes with the childminder.
- The childminder plans learning opportunities for children which ignite their interest and challenge their learning. However, occasionally, the childminder moves children a little quickly from one activity to another. Consequently, children can, at times, become a little distracted and lose focus.
- Children learn to share and take turns. They play well with and alongside each other. Older children act as good role models to younger children. The childminder knows the local community well. Children are invited to share different events and celebrations to help them learn about other cultures, faiths and beliefs.

- The childminder supports children to learn about how to make healthy life choices. She talks to children about the importance of eating nutritious foods, being active and brushing their teeth regularly. Children spend time outside every day in the fresh air. They learn about where their food comes from. They grow their own vegetables at an allotment, which they enjoy eating at mealtimes.
- Leaders are aware of the importance of promoting online safety with parents. However, there are not enough opportunities across the curriculum for children to learn about how to keep themselves safe when using electronic devices.
- The childminder evaluates her setting well. She has good links with other childminders and shares best practice to enable her to continue to improve her provision. The childminder makes good use of online training courses. She has recently completed training on how to support children's emotional well-being, which has helped her to successfully support children when settling into the setting.
- Parents speak highly of the childminder. They feel that their children are making good progress in their learning since attending this setting. Parents feel that they are provided with important information about their child's time in the setting. They appreciate that the childminder provides them with lots of guidance on how they can continue to support their children's learning at home.
- The childminder has good links with the local health visitors and local authority. She supports children with special educational needs and/or disabilities well. She works closely with other professionals to ensure that children are getting the early help and support they need. Therefore, children are ready for their next stage in learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of safeguarding and her role and responsibilities in keeping children safe. She is aware of the possible signs and symptoms of abuse and knows how to correctly report concerns about children's welfare. The childminder carries out daily checks of her environment and removes any hazards. She is trained in paediatric first aid and understands how to administer first aid appropriately. The childminder has an evacuation procedure in place and carries out regular evacuation drills with the children. The childminder records accidents accordingly and reports these to parents. She reviews accident logs regularly and addresses any trends, which keeps children safe.

What does the setting need to do to improve?

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

- provide children with more time during activities to encourage them to become

deeply engaged and maintain high levels of concentration

- adapt the curriculum to provide children with further support on how they can keep themselves safe while using electronic devices.

Setting details

Unique reference number	312065
Local authority	Tameside
Inspection number	10128980
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	15 February 2016

Information about this early years setting

The childminder registered in 1994 and lives in Audenshaw. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

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 childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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