

# Childminder report

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Inspection date: 4 August 2022

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| <b>Overall effectiveness</b> | <b>Good</b> |
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| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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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

Children are very happy and comfortable in the childminder's welcoming home. The childminder is nurturing and caring, which helps children to develop secure and caring bonds with her. Children demonstrate they feel safe as they cuddle with the childminder to enjoy a story together. They receive endless praise and warmth during interactions. This supports their self-esteem and confidence very well. Children behave very well and play happily alongside each other. They have formed friendships across all age groups. Older children are very considerate of younger ones in activities and enjoy helping them. For example, they demonstrate how to use the skipping rope and encourage them to jump over it.

The childminder provides good opportunities for children to develop their interests. They enjoy being outdoors and are curious about the world around them. For instance, children are very keen to see what has happened to the caterpillars they found on the vegetables the day before. Their interest is sparked as the childminder gently opens the container the caterpillars are in. They examine them intently, and ask questions to build on what they know. They excitedly shout out 'they have eaten all the leaves'. Children thoroughly enjoy the opportunities to develop their large-muscle movements. They confidently climb, slide and ride on the large apparatus and practise skills, such as balancing on the stilts. This helps them to develop strong, healthy bodies.

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

- The childminder arranges her home and resources effectively to ensure that children can make choices about their play and learning. The curriculum focuses on children's personal and social development. Children learn to share resources, take turns and show care and consideration to others. They attend regular play sessions in the community and go on trips to the park and the library. They meet new children and adults and develop confidence in new social situations.
- Children learn new words and explore meaning during play. The childminder skilfully models language and extends children's vocabulary as opportunities arise. For example, children listen intently as the childminder explains how the caterpillar will eventually change into a butterfly. They repeat new words, such as 'cocoon' and describe the caterpillars as 'enormous'. This helps to support children's understanding and speaking skills.
- Children enjoy the variety of activities and resources available to them. The childminder knows the children well. She uses her knowledge of child development to ensure they are developmentally where they should be. However, assessments are not always precise enough and the childminder does not always give children the time they need to fully embed what they have learned. This means that children may move on to the next stage of learning

before they are secure in what they are learning now.

- Children develop healthy lifestyles in the childminder's care. They benefit from nutritious home-cooked meals and regular outings and trips, where they enjoy fresh air and exercise. The childminder involves children in growing produce, such as berries, cabbage, carrots and peas. They enjoy tasting the peas as they are picked straight from the pod. Participation in growing fruit and vegetables, enables children to be excited about what they eat and develop an understanding of where food comes from.
- The childminder provides older children with various opportunities to complete age-appropriate tasks for themselves. For instance, she encourages them to clean away the plates and cups after snack. However, younger children are not given the same opportunities to develop independence. They are not consistently encouraged to do things for themselves, for example, using a tissue to blow their own nose.
- Partnerships with parents are good. The childminder maintains good contact with parents about their children's care, well-being and development. Parents comment that the children form excellent relationships with the childminder due to the 'outstanding' care she provides. They believe that their children are happy with the childminder and make good progress.
- The experienced childminder is devoted to the children and speaks passionately about her role. She ensures that mandatory training is up to date, to help her keep children safe and well. The childminder describes how she looks for new ideas online, to extend the learning opportunities for children. For instance, movement exercises to help children develop the physical skills needed to develop their handwriting skills.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of safeguarding matters. She knows how to recognise the signs that might give her concern about a child's welfare. She understands the procedures to follow and who to contact if she has a concern about a child in her care. She is aware of the procedures to follow if there is an allegation about herself or another household member. The childminder regularly carries out training to ensure her safeguarding knowledge is up to date. The setting is safe and secure and the childminder carries out daily safety checks.

## What does the setting need to do to improve?

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

- ensure that children are secure in what they know before moving them on to the next stage of learning
- increase the opportunities for younger children to develop independence.

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | 312057  |
| <b>Local authority</b>                             | Tameside  |
| <b>Inspection number</b>                           | 10128979  |
| <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 at time of inspection</b> | 2 to 8  |
| <b>Total number of places</b>                      | 6   |
| <b>Number of children on roll</b>                  | 7   |
| <b>Date of previous inspection</b>                 | 16 February 2016  |

## Information about this early years setting

The childminder was registered in 1987 and lives in Droylsden, Manchester. She operates all year round, from 8am to 4.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Rachelle Pole

### Inspection activities

- This was the first routine inspection the childminder had, since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in their evaluation of the childminder.
- The childminder showed the inspector around the areas of her home used for childminding and explained how she organises the environment and the learning programmes for children.
- The inspector observed a range of activities and interactions between the childminder and children, to evaluate the quality of education.
- The childminder and inspector had discussions at relevant points during the inspection.
- The inspector took account of parents views from face to face discussion and their written feedback.

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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