

Childminder report

Inspection date: 1 July 2022

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

The provision is good

Children are happy and safe with the childminder. They form close attachments with the childminder and each other. Children are nurtured by the childminder and, in turn, show care and concern to children who are younger than them. For example, children frequently offer hugs to one another and the childminder as a sign of affection. Children behave well and show high levels of respect. For example, children take good care of the resources on offer to them.

Children have access to a dedicated outdoor space with resources to support their physical development. They regularly explore the natural world with the childminder as they go on nature walks and visit local parks. This helps to promote children's well-being. Children regularly attend a variety of playgroups which provide opportunities for them to socialise and to make friends.

Children make good progress. The childminder sets high expectations of children's learning. For example, she prepares a teddy bears' picnic and encourages children to share their toy food. This links to children's recent experiences of going to the supermarket with the childminder. This helps to make learning meaningful for children, promoting their understanding of the wider world.

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

- The childminder knows children very well. She plans activities to help extend their learning, for example mark making and role play activities. She teaches children as they play. This helps children to gain new knowledge and skills over time.
- At times, the childminder does not fully consider how children's skills build up over time. For example, children who practise climbing stairs do not yet have the required skills to complete this task. This means that children occasionally struggle with tasks that are too challenging for them.
- The childminder promotes children's learning of mathematical concepts in a variety of ways. For example, the childminder regularly encourages children to count as they play. This helps to provide a solid foundation for children's early mathematics development.
- The childminder has good knowledge of children with special educational needs and/or disabilities (SEND). She works alongside other agencies, such as the local authority, to seek support for children. She works closely with parents to decide how best to support children with SEND. This helps to promote continuity in children's learning between home and the childminder.
- On occasion, the childminder does not follow effective hygiene practices. For example, children do not always wash their hands before eating their snack. This means the childminder does not always fully promote children's good health.

- Children have positive attitudes to learning. They are eager to explore and play, jumping up and down with excitement. They keep on trying when difficulties occur. For example, children persevere when they struggle to sit in their favourite chair. This helps to develop children's resilience.
- Children's independence is encouraged. They confidently feed themselves and attempt to put their own shoes on before being offered help. This helps to build their confidence and self-esteem as they learn to complete tasks for themselves.
- The childminder keeps her professional knowledge up to date by regularly reading articles and researching statutory guidance. She is part of a local community of childminders who are a source of support when required. This helps the childminder to ensure her knowledge and skills continually improve over time.
- Parents are happy with the communication they receive. They praise the 'homely' and 'family feel' the childminder offers. The childminder regularly informs parents about the progress children make in their learning. This helps to support positive partnership working with parents and families.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has knowledge of different types of abuse and what signs she needs to be alert to. She knows how to report any concerns that she has. The childminder attends training to keep her safeguarding knowledge up to date. This helps her to remain vigilant at all times.

The childminder has robust policies in place to help ensure children are not collected by any unfamiliar adults. For example, parents are requested to share a photo of any new adults who are permitted to collect children. The childminder assesses risks in her environment to help her to keep children safe.

What does the setting need to do to improve?

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

- consider how learning is sequenced, so that children learn the basic skills they need before moving on to more complex skills
- reflect on routines that promote children's personal health and hygiene, so that standards are consistently high.

Setting details

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| Unique reference number | EY236272 |
| Local authority | Tameside |
| Inspection number | 10137179 |
| 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 | 18 |
| Date of previous inspection | 18 November 2013 |

Information about this early years setting

The childminder registered in 2003 and lives in the Stalybridge area of Tameside. The childminder provides care all year round from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. She holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Amanda Richards

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector.
- The inspector carried out a joint observation with the childminder.
- 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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