

# Childminder report

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Inspection date: 11 October 2022

<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	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and content at this warm and caring setting. The childminder takes time to get to know children and their families, which helps children to settle remarkably quickly during the settling-in period. This also helps the childminder to build strong bonds with children to support their emotional well-being and their learning.

The childminder creates a play environment to promote children's positive attitudes towards their play. Children develop their small-muscle skills while rolling dough into 'sausages'. They think of their own ideas. For example, children are eager to show the inspector the hedgehog that they have made. They develop their role play and imagination skills while strapping dolls into the pram 'to keep them safe'. Children enjoy making pictures using glue and sequins, and practise using tools, such as scissors, to cut paper into strips. Babies are eager to explore cause-and-effect toys. They build their core-muscle skills while sitting up and crawling. Babies learn to walk quickly and show eagerness in practising these skills. They babble with delight while they explore paint and make marks onto paper with the paint using their fingertips.

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

- The childminder prioritises giving children a range of experiences. Her aim is for children to be 'well looked after' and 'stimulated' while in her care. The childminder demonstrates a good understanding of how to continue to improve her setting.
- The childminder fosters children's love of reading. She provides them with a good range of books. Children are keen to listen to stories and nursery rhymes. They visit the library to access more books and engage in activities linked to these. They recently chose a recipe book from the library and followed one of the recipes to make homemade cookies.
- Children, including those in receipt of additional funding, make good progress. The childminder provides children with a curriculum which follows their interests. For example, she gives children choices about the activities that they can complete. That said, these activities do not consistently help children to learn what the childminder intends. The childminder does not always pitch teaching at the correct level. For example, she does not further develop older children's mathematical knowledge when these opportunities arise.
- Children are learning about the world around them. The childminder takes them on trips in the local community, including to shops and parks. Each week, the childminder takes children to a local woodland activity group. This gives children the opportunity to immerse themselves in nature and explore the natural world, such as by using magnifying glasses to look for bugs. The childminder

encourages children to notice the environment, such as how the leaves are changing colour.

- Care practices are good. The childminder promotes children's increasing independence. For example, they wash their own hands, put on their aprons and help to tidy up after their play. The childminder encourages children to try various healthy foods, including celery, grapes and spinach.
- Children behave well. They are kind and caring towards others. For example, older children hold toys out to encourage younger children to play with them. They help younger children to wipe their hands after eating. Children learn to share toys and the childminder helps them to manage their feelings by talking about emotions.
- Parents say that it was the 'best decision' to send their children here. They report that their children make good progress, such as in their confidence, and that the childminder is 'amazing'. Parents are assured that their children are happy and safe, and they value the 'in-depth' communication about the care and learning of their children.
- The childminder ensures that mandatory training is up to date. However, the programme of continual professional development is in its infancy. It does not support the childminder to further develop the knowledge and skills needed to raise her practice. This is particularly with regards to supporting the learning of younger children.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. The childminder has a sound understanding of the requirements around suitable adults. For example, she follows clear procedures to ensure that all adults living in the premises are suitable to be around children. The childminder understands the local referral procedure to follow if there are concerns about children's welfare. She knows the steps to take in the event of an allegation against a household member or herself. The childminder keeps safeguarding training up to date and has a broad knowledge of issues, such as child-on-child abuse and extremist views.

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

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

- refine the curriculum and pitch teaching at the correct level, so that activities consistently help children to learn what is intended
- strengthen the programme of continual professional development, particularly with regards to supporting the learning of younger children.

## Setting details

<b>Unique reference number</b>	312187
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10234501
<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>	1 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	13
<b>Date of previous inspection</b>	10 November 2016

## Information about this early years setting

The childminder registered in 1997 and lives in Droylsden, Manchester. She operates Monday to Friday, all year round, except for family holidays. Sessions are from 7.30am to 5.30pm. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

David Lobodzinski

### 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 his evaluation of the setting.
- The childminder and the inspector completed a learning walk to determine the curriculum aims and intent.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and the children.
- Parents' views were taken into consideration by the inspector through discussions.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was sampled by the inspector, including evidence of the childminder's training.

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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Piccadilly Gate  
Store Street  
Manchester  
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