

# Childminder report

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Inspection date: 26 April 2023

<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 confident and settled at this welcoming home-from-home setting. They eagerly welcome visitors and are excited to show them the activities they are doing. Children concentrate as they take part in a threading activity. They carefully poke the shoelace through bobbins and laugh as the shoelace pops out of the other side. Children look at the colours and shapes they and other children have used. They are learning to compare as they see similarities and differences in their work. Children are building on their knowledge of colours and shapes.

Outside, children have fun as they work together to push each other up and down a ramp. They are developing friendships and social skills. They squeal in delight as they travel quickly down the ramp. They learn that they go back up the ramp more slowly. Children are beginning to explore motion and speed. There are lots of opportunities for children to develop their physical skills outside. Children giggle as they wobble on the balance beam. The kind childminder is close by to offer reassurance. She encourages the children and observes them carefully to make sure that they are safe. Children's behaviour is generally good. When issues arise, the childminder sensitively and calmly helps the children to express their feelings and share toys. The childminder and children have close bonds. The childminder knows the children well. She has high aspirations for them and plans activities to support their development.

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

- The childminder plans well for children's transitions to school. She works with local schools to understand the skills they expect children to have when they start school. The childminder shares this information with parents to support consistency for children. Children develop many skills, such as self-care skills, which develops their independence and helps them to be ready for the transition to school.
- The learning environment is planned well, and children can easily access a wide range of suitable and interesting activities. The childminder uses her observations of children and knowledge of child development to identify individual targets that will support children's next steps in learning. However, she does not consistently focus on these individual targets during activities. On these occasions, children are not building on their existing knowledge.
- Children develop a love of books. They know familiar stories well and retell them to each other. At lunchtime, they discuss the story of 'The Gruffalo'. Children allocate each other characters from the book. One child pretends to be a snake and makes a hissing sound. Children are developing recall skills that will help them when they are learning to read.
- Counting is encouraged through many activities. Children have fun in the mud

kitchen. They fill containers with mud and plant pretend flowers. Children point to the flowers as they count them. They are developing counting skills.

- The childminder promotes children's physical skills well. For example, children develop their small-muscle skills during activities where they manipulate dough or play with cornflour. Older children use chalks and pens to make marks. Children develop skills that will help with their pencil control.
- Children engage well with activities when the childminder interacts with them. They work well together, take turns and demonstrate good manners. However, when the childminder is less involved in children's activities, such as when she is preparing activities, meals or snacks, children are less engaged. They wander from activities and their behaviour is not as good. For example, they do not share and they take longer to respond to requests from adults.
- Meaningful activities help children to learn about the natural world. Children visit an allotment with ducks and ducklings regularly. They are fascinated as they watch a video of a chick pecking its way through an egg as it hatches. They talk about tadpoles they have seen and know that the tadpoles will grow legs and change into frogs. Children are learning about the life cycles of animals. They are building new experiences and developing new language, such as 'hatch'.
- Children enjoy many trips out of the setting. They go to toddler groups, the library and the park. Children can plant and pick fruit and vegetables at the allotment. At lunchtime, they talk about the portions of fruit and vegetables they are eating. They know these foods are important to give them energy. Children begin to develop an understanding of healthy lifestyles.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder updates her safeguarding knowledge through regular training. She is aware of the types of abuse and the signs and symptoms of abuse that children might display. She is knowledgeable about what to do should she have a concern about a child's well-being. The setting is secure, and children cannot leave unsupervised. The childminder uses ongoing risk assessments to keep play areas safe and free from hazards. The childminder has a current paediatric first-aid certificate and knows how to deliver basic first aid.

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

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

- focus more sharply on children's individual targets during activities, to help them make rapid progress
- promote interactions consistently during all times of the day, to encourage children to behave well and to support them to remain engaged in learning.

## Setting details

<b>Unique reference number</b>	312222
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10263816
<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>	7
<b>Date of previous inspection</b>	12 May 2017

## Information about this early years setting

The childminder has been operating since 1991 and lives in Dukinfield, Cheshire. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn 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 setting.
- The childminder and the inspector discussed how the curriculum is implemented and the impact this has on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The childminder provided the inspector with a sample of key documentation on request, including feedback from parents.
- The inspector carried out joint observations of a group activity with the childminder.

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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