

Childminder report

Inspection date: 12 May 2023

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

The provision is good

Children are happy and safe in the childminder's care. They have built close relationships and the childminder knows them well. Children show high levels of confidence and are self-assured. For example, they explain to the childminder which activities they want to do and test out their own ideas while playing. Children benefit from lots of opportunities for fresh air as they access the outdoor play area continuously throughout the day. Children are learning about the world around them as they regularly observe animals while on outings and notice bugs in the garden.

Children demonstrate high levels of independence as the childminder has expectations of what they are able to achieve. For example, children chop their own fruit, wash their own hands and choose what they want to play with. Children are polite, well mannered and respectful. They are inquisitive and demonstrate positive attitudes to learning. For example, they enjoy exploring what will happen when they add food colouring to water. Children are developing control and coordination when using their physical skills. For instance, they are able to competently throw and catch balls.

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

- Children are making good progress in developing their communication and language skills. The childminder uses a range of vocabulary with children to extend the breadth of language they hear. This helps children to use a variety of words to explain their ideas. For example, when children are playing, they talk about the 'elevator'. Children's communication skills are good.
- The childminder has built effective partnerships with staff at other settings that children attend. She finds out what children are learning in the other settings and extends the opportunities in her setting. This helps to create consistency for children in their teaching and learning.
- Children are developing their personal, social and emotional skills. For example, they visit local playgroups where they play with other children in larger groups. This supports children to develop their confidence in a range of different situations.
- The childminder supports children to develop their literacy skills. For example, they make marks with chalk on boards and manipulate dough. This supports the development of strength in children's hands and prepares them for early writing.
- Partnerships with parents are strong. The childminder works closely with parents to share information about the activities children participate in and how their learning and development are supported. She gathers information from parents about what children do at home. This helps her to ensure that children's care and education needs are met.

- The childminder has undertaken mandatory training, such as paediatric first aid and safeguarding. However, she has not focused her professional development on improving her teaching skills. This means that teaching and learning are not always at the highest level.
- Children are learning about healthy lifestyles. For example, they take on the role of dentists and talk about what they need to do to look after their teeth. This supports children to understand about good oral health.
- Relationships between children and the childminder are built on respect. For example, the childminder listens carefully to children's ideas and supports them to be curious. This helps children to have a good sense of belonging in the setting.
- Children have lots of opportunities to develop their mathematical awareness. For example, the childminder supports children to test whether objects will sink or float in water. This helps children to develop their problem-solving skills as they investigate and explore what happens to the objects.
- The childminder observes children as they play so that she can accurately assess what they are able to do. She uses this information well to plan what children need to learn next. This supports children to make good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes training in relation to safeguarding, which helps her to have a good understanding of the signs and symptoms of abuse. The childminder knows what to do if any concerns arise about the children she cares for and she understands the process to follow if any allegations were to be made about herself or a family member. The childminder has considered potential safety risks to children and has put measures in place to reduce them. For example, the childminder uses finger protectors to stop the outside door blowing closed. This helps 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:

- focus on opportunities for professional development that will help to improve the quality of teaching even further.

Setting details

Unique reference number	311983
Local authority	Tameside
Inspection number	10285718
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 10
Total number of places	6
Number of children on roll	12
Date of previous inspection	16 October 2017

Information about this early years setting

The childminder registered in 1999 and lives in Hyde. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- 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 during the inspection.
- The inspector observed the interactions between the childminder and the children.
- 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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