

# Childminder report

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Inspection date: 19 November 2024

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

### **The provision is good**

Children settle quickly and are content in the childminder's home. The childminder is caring and kind towards the children. She responds to children consistently. This helps them feel safe and secure. The childminder has clear rules and boundaries for the children to follow. She encourages children to take turns and work together, and children's behaviour is good.

The childminder creates a stimulating learning environment at her home. Children are excited by the activities provided and confidently choose to explore their favourite toys. Children thoroughly enjoy engaging with the childminder, such as at singing time when they laugh together in delight as they pop bubbles.

The childminder provides children with healthy snacks and nutritious, home-cooked meals. Children begin to make healthy choices when selecting what foods to eat. For example, they choose fruit to have with their lunch and tell the childminder, 'It is tasty.' Children learn about looking after their teeth during role play when they pretend to be dentists. This helps children to learn about some of the things that constitute a healthy lifestyle.

The childminder supports children's physical development. Children learn how to strengthen the muscles in their hands as the childminder teaches them how to roll and squeeze dough. They learn how to roll the dough into balls. The experience is continued when the children have the opportunity to use a range of resources to make marks in the dough. Children are making good progress in their physical development.

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

- The childminder plans a curriculum that builds on what all children already know and can do. She provides them with a range of resources that are thoughtfully chosen to extend their learning and next steps. For example, the childminder encourages the children to thread to help support their fine motor skills. All children make good progress from their starting points at the provision.
- The childminder supports children's communication and language development well. She engages with the children in back-and-forth conversations, listens to them and responds clearly. The childminder models the correct pronunciation of words, such as 'giraffe', to help support children's language development.
- Overall, the childminder supports children to develop some independence skills. Children choose their own cups and plates and learn to cut up their food. However, the childminder does not consistently encourage children to complete tasks they are capable of, such as wiping their own nose and drying their own hands. This does not help children to develop their self-care skills.

- Children demonstrate a positive attitude to learning. They engage well when exploring their own family photo album. Children are keen to discuss the photos and confidently discuss the experiences that they represent. They show good concentration levels and are eager to contribute their opinions.
- The childminder provides children with opportunities to make marks. Children enjoy making marks in the snow using dinosaurs and recall the word 'stomping'. Children use crayons with confidence to create artwork. This supports children to develop their early writing skills.
- The childminder is reflective and regularly evaluates her provision to ensure she provides support to her children and families. She attends regular training to ensure her knowledge remains up to date. This helps her to provide all children with a good-quality education.
- Children have opportunities to develop and extend their mathematical skills and language. When playing with the blocks, children use phrases, such as 'really high', to describe their towers. The childminder recognises when children can confidently count beyond 10 and introduces number names up to 20. This helps children to develop their counting skills and consolidates what they already know.
- The childminder takes the children on outings into the local community. Children visit the library each week to develop their literacy skills and visit local playgroups to mix with other children. This helps children to meet new people and builds their social skills when in a larger group.
- The childminder has good partnerships with parents. She talks to them daily about children's achievements and seeks further information from them about children's learning at home. Parents report how the children enjoy their time with the childminder and recall their experiences. Children receive good continuity of care and education at the provision.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- support children to complete tasks for themselves to promote their self-care skills.

## Setting details

<b>Unique reference number</b>	EY398021
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10364013
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	15
<b>Date of previous inspection</b>	21 January 2019

## Information about this early years setting

The childminder registered in 2009 and lives in Failsworth, Manchester. She operates term time only, from 7.30am to 4.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an appropriate qualification at level 5.

## Information about this inspection

### Inspector

Lisa Grundy

### Inspection activities

- The childminder showed the inspector the premises and discussed how she ensures they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the provision with the inspector.
- The inspector and the childminder carried out a joint observation of an activity.
- 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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