

Childminder report

Inspection date: 9 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and are secure in this setting. The childminder has made some changes to her provision since the COVID-19 (coronavirus) pandemic. Children are now dropped off and collected from the door. Children part with ease from their parents and enter the setting happily and enthusiastically. Children are learning about the importance of good hand hygiene practises. The childminder actively encourages children to wash their hands and to use hand sanitiser. She sings songs with the children to reinforce positive messages.

Children behave well throughout the session. The childminder offers regular encouragement and reassurance to support children. The childminder has high expectations for children. She knows children very well and plans opportunities which capture their interest and extend their learning. Children show great pride when they succeed in their play. Children go on lots of trips to the local area and the wider community. They visit parks, go on trails and take walks down the canal to explore nature and feed the ducks. Children also visit the local library where they can choose which books to borrow, and they enjoy sharing these in the setting.

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

- The childminder plans a stimulating curriculum which meets the individual needs of children. Children are excited by the opportunities which are available. They have a great time using magnifying glasses to explore outdoors and to find hidden animals. The childminder places a real focus on supporting children's communication and language. She models words and introduces children to new vocabulary.
- Children play with and alongside each other. The childminder is helping children to learn the importance of sharing and taking turns with their friends. However, some children become frustrated when they cannot play with the toys that they want. The childminder quickly intervenes and resolves conflict. At times though, the childminder does not give children enough opportunity to put the skills that she is teaching them into practise and resolve conflicts for themselves.
- The childminder places a great emphasis on supporting children's emotional well-being. Children are encouraged to talk about their feelings and emotions. The childminder supports children if they become upset, and children go to her for comfort and cuddles. The childminder provides healthy home-cooked meals for children. She adapts her meals to meet a range of dietary requirements. Children have ample opportunity to play outdoors and to be physically active. Children are learning to be independent in their learning. However, at times, the childminder can be too quick to do things for children and does not always give them enough time to think and solve problems for themselves.

- The childminder reflects and evaluates on her practice to ensure that she is meeting children's needs. The childminder attends regular training and has good links with other childminders in her local area. These enable her to keep her knowledge up to date and to share good practice.
- The childminder actively promotes equality in her setting. She is supporting children to learn about different cultures, religions and beliefs. The childminder is encouraging children to celebrate what makes them unique and individual. The childminder has established setting rules, such as being kind, using gentle voices and walking indoors. Children show a good understanding of these. Children are given lots of choices, and they take an active part in making decisions.
- Parents speak highly of the childminder and value the communication which they receive. Parents praise the childminder for the individual support which she provides. Parents speak confidently of the learning opportunities which the childminder is providing and how they are supported to continue this at home. Parents feel that their children are making good progress in their learning and development as a result of attending this setting.
- The childminder has good relationships with other professionals, including the early years team in the local authority. The childminder promptly accesses early help for children with special educational needs and/or disabilities. Therefore, children are making good progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of how to recognise the signs and symptoms of abuse. She has a thorough understanding of safeguarding and how to report concerns. The childminder attends regular training and uses this information to inform her practice and to update her policies and procedures, which she shares with parents. The childminder is trained in paediatric first aid and has a good knowledge and understanding of how to administer first aid. The childminder has risk assessments in place and carries out regular checks of the environment to ensure that hazards are identified and are removed or are minimised.

What does the setting need to do to improve?

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

- provide children with more time to resolve conflicts independently to enable them to put the skills which they are learning into action
- offer children more opportunity and time to think critically for themselves, test out ideas and problem solve.

Setting details

Unique reference number	2499322
Local authority	Tameside
Inspection number	10191630
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 1
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Manchester. She operates all year round from 7.45am to 5.45pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate childcare qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the childminder completed a learning walk.
- The inspector observed and talked to the children.
- The inspector and the childminder completed a joint observation.
- Leadership and management discussions were held between the inspector and the childminder.
- Discussions around safeguarding and welfare were held between the inspector and the childminder.
- The inspector reviewed feedback from parents.

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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