

Childminder report

Inspection date: 6 July 2022

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 thoroughly enjoy their time with the childminder and her assistant. They have lots of opportunities for learning as they explore the well-equipped playroom and outdoor classroom. All children are making great progress. The childminder provides individual all-weather playsuits to children, enabling them to gain lots of exercise and fresh air. Children are often engrossed in outdoor learning irrespective of the weather.

Children demonstrate through their behaviour that they are happy and feel safe and secure. They have formed strong bonds with the childminder and her assistant. Children show their individual confidence and character as they playfully 'trick' the childminder into giving up the spray foam. They laugh uncontrollably as they fill pans with the foam and thoroughly enjoy the high-spirited play. Children show their love of caring for pets and confidently explain the type of foods they feed to Kevin the tortoise.

The childminder and her assistant offer lots of positive reinforcement for behaviour. They talk to the children about being kind to each other. Children behave well, they are polite remembering to say 'please' and 'thank you' and are happy to share toys. Children also gain an excellent understanding of their own personal hygiene. The childminder encourages them to wash their hands regularly, place their hands over their mouth when they cough, or put used tissues in the bin.

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

- Parents describe 'Theresa's Tribe' being an 'educational setting in a homely environment'. They comment that through working with other professionals, the childminder and her assistant have helped children with their language development. This has a noticeable impact on their children's progress. Parents value that the childminder seeks their views and shares information about children's progress and experiences. This positive partnership with parents has a positive effect on children's learning and development.
- The qualified childminder has high expectations for children in her care and offers a varied curriculum to meet all their learning needs and stages of development. She observes children and gathers lots of information from parents about their starting points. Her accurate assessment of what children can do helps her to plan for their next stage of learning.
- The childminder and her assistant capture the children's interests and imagination. For example, following children asking about planets and astronauts, they made a display and read books about space. They used their creative skills as they used dough to design aliens, adding googly eyes, arms and legs. Children enjoy reading books and talk with enthusiasm about space.

They also show a great command of language as they recite new terminology.

- The childminder skilfully helps younger children gain good communication skills. She provides commentary and encourages interactions as children pretend to make 'silly soup'. The childminder asks thought-provoking questions about ingredients. Children explain their soup contains apples and broccoli and giggle as they pretend to serve it to the childminder.
- Although children have plenty of space to play and explore, on occasion, younger children do not have a quiet space where they can rest or sleep.
- The childminder and her assistant help children learn about healthy lifestyles. Children choose lots of fruit and vegetables as well as sandwiches from the lunch platter. They enjoy pouring their own fresh water and talk about foods that are good for them. The childminder also promotes oral hygiene as children read books and join in with activities about how to brush their teeth.
- The childminder helps children learn how to understand similarities and differences between themselves and others. She offers activities, books and toys that portray different family dynamics such as two mums or dads. Cooking items and utensils placed in the kitchen area help children understand how those from other cultures eat different foods.
- The childminder and her assistant are proactive in evaluating their service and both reflect on improvements they wish to make. They are committed to ongoing professional development and use knowledge they have gained to enhance the curriculum and all areas of the learning environment. As a result, children benefit from their knowledge and expertise and have a positive attitude to learning.
- The childminder has strong links with other settings and schools that children also attend. She identifies what the learning expectations are and shares children's learning achievements. The childminder also provides lots of opportunities to encourage children's independence. Consequently, children are well prepared for the next stage of their education and a smooth transition.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant keep their knowledge up to date so that they have a secure understanding of how to safeguard children in their care. They have a good understanding of what constitutes a safeguarding concern and how to report any issues regarding a child's well-being or welfare. The childminder and her assistant are aware of what action to take in the event of a concern about adults working on the premises. At a level appropriate for their age, the childminder teaches children about keeping themselves safe. She helps them to understand that their body belongs to themselves.

What does the setting need to do to improve?

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

- consider sleeping arrangements that provide a quiet relaxing area for children who wish to have a rest.

Setting details

Unique reference number	2515446
Local authority	Tameside
Inspection number	10221438
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 5
Total number of places	6
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Audenshaw, Manchester. She operates all year round Monday to Friday, from 7.30am to 5.30pm, except for family and bank holidays. The childminder holds an appropriate qualification at level 3 and works with an assistant.

Information about this inspection

Inspector

Alison Tranby

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Discussions were held at convenient times with the children, the childminder and the childminder's assistant.
- The inspector held discussions with the childminder and her assistant to assess their knowledge of safeguarding and welfare requirements of the early years foundation stage.
- Consideration was given to parents' written comments.
- The inspector observed the childminders and her assistants' interactions with the children throughout the inspection.
- The childminder and inspector observed a planned activity provided by her assistant. The childminder and the inspector evaluated the activity and discussed the impact on children's learning.
- Relevant documents were reviewed by the inspector including qualifications and children's records.

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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