

Childminder report

Inspection date: 27 June 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 are content and happy. They enthusiastically separate from their parents at the door and immediately become engaged in their chosen activities after arriving. The childminder has a kind and nurturing approach. She provides lots of cuddles and reassurance to children when needed. This supports children to develop strong attachments. As a result, children demonstrate that they feel safe and secure.

Children are inquisitive and show an eagerness to learn more. For example, older children are intrigued by how a pencil sharpener works. They concentrate intently and show a can-do attitude as they eagerly have a go. Children carefully manipulate the pencil with one hand and control the sharpener with the other. Younger children proudly reveal their new skill of riding a bicycle. They confidently talk about the need to push on pedals and turn the handles to make it move. This supports children's physical development, coordination skills and their self-esteem as they display delight in their achievements.

Children understand simple boundaries of caring for others and objects. They put things back in their place when they have finished playing with them. Children are kind, share toys and are respectful to each other. This is supported by the childminder's approach to giving children constant reminders and praise. For example, she comments on their good listening and choices. This results in children behaving well and understanding rules and expectations. Children are developing good morals and values. During the COVID-19 restrictions, some children had fewer opportunities to mix and socialise with others. This persistent approach further supported children's emotional needs on their return.

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

- Children's hygiene practices are considered well. Children discuss the need to wash dirt and germs off their hands after playing outdoors and before touching food. Furthermore, children make their own healthy lunch. They independently cut vegetables, discuss what food they like to eat and what is good for them. This supports children to develop an understanding of the importance of healthy lifestyles.
- The childminder perfectly weaves in mathematical language and concepts during children's everyday routines and play. For example, younger children are encouraged to count in sequence as they climb stairs. Older children learn about measurements and quantities as they play with sand.
- Overall, children's communication and language are promoted well. Reading, singing, talking and listening are important parts of the curriculum. The childminder ensures that younger children hear the correct pronunciation of

words. For example, she carefully models the letters and sounds as they attempt to say new words, such as 'trumpet'. This helps to ensure that children hear a rich variety of language as they develop their communication skills. Older children begin to form familiar letters from their name. However, the childminder does not always support children to the highest level to learn that print carries meaning.

- Children have lovely opportunities to learn about the natural world around them. They proudly show off the 'butterfly feeder' they have created and explain how they feed the butterflies. Furthermore, the childminder takes children on many outings to the local community and places of interest. This helps children to develop an awareness of what it is like to live in modern Britain. Children learn about differences and diversity and their place within society.
- The childminder makes great relationships with children and their families. She gathers important information about children when they first start. The childminder keeps parents updated about their children's developments and provides ideas to extend learning at home. She has a clear understanding of what children can do and what they need to learn next.
- The childminder works closely with other professionals to support children with special educational needs and/or disabilities. She has focused plans in place that are tailored to give the additional support that is needed. This helps to support children with their future learning so that all children make the best possible progress.
- The childminder carefully reflects on her provision to help her to provide the best possible learning experiences for children. She has plans to add more natural materials and resources to her environment to further support children's imaginative play and creativity.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of her role and responsibilities in safeguarding and protecting them from harm. She is able to confidently identify the possible signs and symptoms of abuse and talks knowledgeably about how she would report any concerns about the welfare of children. The childminder completes regular training to ensure that her knowledge and skills remain up to date. She carries out regular risk assessments of her home to ensure that any potential risks or dangers are minimised.

What does the setting need to do to improve?

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

- support children's literacy development further and help them to understand that print carries meaning.

Setting details

Unique reference number	2550650
Local authority	Tameside
Inspection number	10232034
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	0 to 4
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. She lives in the Droylsden area of Manchester. The childminder operates all year round from 7.30am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Kellie Lever

Inspection activities

- This was the first routine inspection the childminder received since the 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 completed a learning walk together to discuss the childminder's intention for children's learning.
- The inspector spoke to the childminder at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector gathered the views of parents and their comments on the setting.

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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