

Childminder report

Inspection date: 30 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 safe and happy at this nurturing and calm setting. The childminder builds exceptionally strong bonds with children, which supports them during the initial settling-in period and throughout their time at the setting. The childminder is proactive in adapting her practice, due to the COVID-19 pandemic. For example, she prioritises taking children to playgroups to promote their social skills and boost their confidence.

Children have positive attitudes towards their play and learning. For example, they develop their imaginations while playing with the dollhouse, suggesting that the dolls sleep 'when the stars come out'. Children use their small-muscle skills while stacking wooden blocks and scooping sand up with spades. Outdoors, they show excellent large-muscle skills and coordination while riding balance bicycles and climbing up steps to go down the slide. Children show developing spatial awareness as they run around the garden and kick and throw balls. They stir herbal teabags in teapots and notice as the warm water begins to change colour. Children say that the tea is 'going red' and notice that their 'teabag is floating'. They count out sugar cubes and add them to the water, saying 'I'm mixing it up', and watching as the sugar dissolves.

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

- The childminder is resolute in her vision of putting 'children at the centre' of all she does, providing them with the 'best possible experiences, in a safe and happy environment'. She includes the views of children and parents in the self-evaluation of her setting. This enables the childminder to continually improve.
- Children, including those accessing funded places, make good progress. Overall, they access a broad and balanced curriculum, which follows their interests and builds on what they already know and can do. The childminder brings learning to life, for example, by reading 'The Very Hungry Caterpillar' and allowing children to observe how real caterpillars grow and change. That said, the planning and implementation of some activities do not always fully promote children's engagement in the learning that the childminder intends.
- In the main, the childminder promotes children's communication and language well. For example, she provides children with an abundance of quality books to read at the setting and at home. The childminder spends time interacting with children, introducing them to new words, such as 'soggy' and 'cocoon'. However, sometimes, the childminder asks narrow questions, without giving children enough time to think and respond. This means that not all interactions are fully effective in promoting children's thinking skills.
- Children learn about similarities and differences between themselves and others. For example, they look at their facial features in mirrors and discuss the make-

up of different families. The childminder gives children experiences to help them to understand the world around them. For example, children go on trips in the local community, such as to the park and farm.

- Care practices are good. The childminder follows effective hygiene practices to promote children's good health. She encourages them to develop in their independence. For example, children tidy up after playing. They put their own shoes on and get their own plates from the cupboard at lunchtime. Children cut up their own fruit, butter their own bread, and make their own sandwiches.
- Children show good behaviour. They are curious about the inspector and use good manners. Children are kind and caring. For example, they hug their peers if they feel upset. The childminder displays children's artwork to celebrate their achievements.
- Partnership working is excellent. The childminder ensures continuity in children's learning and care, by establishing links with the schools that children move on to.
- Parents' comments are overwhelmingly positive. They report that the childminder is 'like an extended family' and that they 'could not ask for a more nurturing setting'. Parents say that the childminder helps them to support their children's learning at home. They comment that the childminder is having a 'huge impact' on their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust procedures are carried out to ensure that all adults living in the premises are suitable. The childminder knows how to keep children safe and protected from harm. She understands the local referral procedure and knows the steps to take if there are concerns around children's welfare. The childminder keeps her safeguarding training up to date. She has a broad understanding of safeguarding issues, such as neglect, witchcraft and spiritual possession. The childminder knows what to do, should there be an allegation against herself or a household member.

What does the setting need to do to improve?

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

- refine the planning and implementation of the curriculum, so that activities consistently and fully engage children in the intended learning
- strengthen questioning techniques and provide children with more time to think and respond, to better promote their thinking skills.

Setting details

Unique reference number	2572975
Local authority	Tameside
Inspection number	10239527
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	3 to 3
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 2020 and lives in Hyde. She operates Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 8am to 5pm. The childminder is qualified to level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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 his evaluation.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children, at appropriate times during the inspection.
- Written comments from parents were considered by the inspector.
- An observation of an activity was completed, and the inspector and the childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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