

Childminder report

Inspection date: 2 December 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 settle well at this welcoming and nurturing home-from-home setting. They happily explore the well-resourced playroom. They select items in the home area, carefully putting toast on a plate. The childminder joins their play and asks them if they want butter or if they want to buy jam from the pretend shop. Interactions are high quality, and she responds swiftly to children and offers new language to extend children's knowledge, communication and imaginations. Expectations are high, and children develop well. Outdoors, children enjoy the large play area, which is being developed to allow outdoor play in all weathers. Children can access all areas of learning. Children enjoy riding in cars, running, jumping and balancing. They have many opportunities to develop their physical skills as they learn about healthy lifestyles.

Children benefit from trips and outings to parks and farms, collecting natural materials to bring back to the setting. They learn about different environments and how to stay safe when out, including road safety. The childminder observes children well and stays close by, offering reassurance and support. This helps children feel safe and secure, and they develop confidence and emotional well-being. Reading and singing can be heard regularly in the setting. Children giggle as they sing 'Incy Wincy Spider' with the childminder, copying the actions carefully. The childminder leaves out words and the children fill these in, and they are delighted as she praises them for their efforts. Children are developing recall skills and are having a lovely time. Children are fully engaged in activities, and they behave well.

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

- The childminder knows the children well and uses her observations of them to develop next steps in learning. For example, children are beginning to engage more in focused adult-led activities. The childminder is building more of these activities into the daily routine. Children concentrate well and make progress in their learning.
- The childminder has a clear curriculum intent. She intends to support children to be ready for school by developing their independence, confidence and social skills. Her curriculum offers children lots of opportunity to develop these skills, for example getting their own plate at snack time, choosing resources to play and developing their language so they communicate well.
- The childminder models excellent behaviour, demonstrating how to share and encouraging children to be kind. Children generally behave well. However, the childminder does not talk with younger children about how their behaviour might make others feel. Children do not develop an awareness of how their behaviour impacts on others.

- The childminder works closely with parents to get to know the children during the settling-in process. She considers how to help children feel secure as they settle in. The childminder and the children have strong attachments, which are seen as they laugh and play together. Children are settled and ready to learn.
- Children attend many activities with the childminder outside of the setting. Children who are initially quiet and reluctant to try new experiences develop confidence, and over time they begin to join the sessions enthusiastically. Children develop resilience and learn social skills as they experience new activities.
- Developing language is a strength of the setting. The childminder models language well, using new and descriptive words and positional language. Children learn and repeat these words. Children learn a wide vocabulary and communicate well.
- The childminder joins play and cleverly directs children's learning by discussing number, shape and colour. For example, she talks about the shapes on a snowman. On occasion, the childminder directs children to a new activity while they are still exploring objects. On these occasions, they are not developing their curiosity and thinking skills.
- Parents are overwhelmingly positive about the childminder. They describe their children as extremely happy attending the setting. Where children have identified needs, parents and the childminder work with other professionals to maintain a consistent approach. All children, including children with additional needs, make progress.
- Children show a good understanding of hygiene routines. They wash their hands before snack and know to put used tissues in the bin. Children become increasingly independent. Hygiene routines are good.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities to protect children from harm. She updates her knowledge with regular safeguarding training and knows the signs and symptoms of abuse and what to do if she has concerns about a child's welfare. The childminder makes sure the setting is secure so children cannot leave unsupervised, and she monitors children closely throughout the day. The setting is free from hazards, and good hygiene standards are consistently met.

What does the setting need to do to improve?

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

- consider ways to help children think about how their behaviour might make others feel and how to develop an awareness of their own feelings

- focus on allowing children more time to explore resources to develop their curiosity and thinking skills.

Setting details

Unique reference number	2597947
Local authority	Tameside
Inspection number	10264044
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 7
Total number of places	6
Number of children on roll	7
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Hyde. She operates between the hours of 7.30am and 5.30pm, Tuesday to Friday, all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector

Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The inspector observed an activity and evaluated this with the childminder.
- The inspector and the childminder conducted a learning walk and discussed how the provision is organised, how the curriculum is planned and delivered and what children learn from this.
- The inspector spoke to parents and viewed feedback from parents during the inspection.
- The inspector observed children, paying attention to how effective the curriculum is for children's learning.
- The inspector viewed relevant documentation, including a paediatric first-aid certificate and public liability insurance.

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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