

Childminder report

Inspection date: 28 March 2023

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 settled at this safe and nurturing setting. They are excited to be learning about caterpillars. Children have a lovely time using props to retell a story. The childminder joins their play, showing the children real caterpillars. They count them and comment on them burrowing into the sand. The childminder talks to them about the life cycle of a caterpillar. Children are curious as they talk about how the caterpillar will become a butterfly. They talk about the colours on a butterfly's wings. Children wave their arms and say 'flap, flap' as they pretend to be butterflies flying around the room. The childminder wants children to do well. She has carefully planned what she wants each child to learn. Children are learning about nature and the changes some animals go through. They are practising counting skills and are discussing colours. Children make good progress.

Children talk enthusiastically about trips they enjoy to the park and toddler groups. They look forward to meeting friends there. Children form friendships and develop their social skills. These experiences help to build children's confidence. Pre-school children relish helping the younger children to explore the new environments. They become increasingly independent in readiness for their transition to school. The childminder supports children to consider their own safety while out and about, for example when crossing the road. Children follow instructions and learn about how to stay safe outdoors. Behaviour is generally good.

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

- Children develop strong and loving bonds with the childminder. Younger children lift their arms to her to be picked up and crawl onto her knee when tired. The childminder shows a genuine interest in her conversations with children, and children respond well. Older children speak confidently to visitors and they play happily. Children have secure attachments with the childminder.
- Children's communication and language skills are promoted well. The childminder uses books and rhymes frequently throughout the day. Children develop their recall skills as they retell stories. The childminder introduces new words, and children repeat these during play, for example 'caterpillar', 'cocoon' and 'chrysalis'. Children develop a love of books, and they build a growing vocabulary.
- The childminder is clear on what she intends for children to learn. She plans and provides a range of enticing activities. However, she does not consistently consider the needs of the youngest children when they engage in activities with their older friends.
- The childminder observes children during play and reminds children to consider their safety. For example, she encourages children to think about tidying toys away to make space for a new activity. Children are learning to consider their

own safety and that of others.

- Children develop a range of self-care skills. They are encouraged to try to put on their own coats and shoes by themselves. With the childminder's support and careful guidance, children progress from using a bottle to being able to use an open cup. The childminder understands the steps children must master in order to attain these important skills.
- Hygiene routines are in place, and children know to wash their hands before eating and after using the toilet. However, children share the same hand towel to dry their hands, which increases the risk of cross-infection.
- Strong links are developed with other professionals to support children with emerging needs. This coordinated approach helps to support consistency for children. When required, referral to specialist services helps children, including children with special educational needs and/or disabilities, to make good progress.
- Children talk about healthy foods and exercise. At snack time, they say they are hungry as they used up energy walking to school. They explain that eating fruit and vegetables gives them energy to play. Children are developing knowledge about healthy lifestyles.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of her role and responsibilities to safeguard children. She knows the signs and symptoms of abuse and knows what to do should she be concerned about the welfare of a child. The childminder attends regular safeguarding training to keep her knowledge up to date. The provision is safe and secure. Children cannot leave unsupervised, and play areas are free from hazards. The childminder holds a current paediatric first-aid certificate and knows how to administer first aid in an emergency.

What does the setting need to do to improve?

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

- focus sharply on supporting younger children to remain engaged in activities so behaviour remains consistently good and children's concentration develops
- strengthen existing good hygiene practices to further minimise the possible risk of cross-infection.

Setting details

Unique reference number	2627288
Local authority	Tameside
Inspection number	10281114
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 10
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 2021. She operates all year round, from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder offers places for funded two-, three- and four-year-old children.

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 childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- 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 childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector looked at relevant documentation, including feedback from parents to take account of their views.

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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