

Childminder report

Inspection date: 21 August 2024

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

The caring childminder creates a relaxed and friendly environment for all children. Children thoroughly enjoy spending time with her. The childminder has built close bonds with children. She knows when they are tired, hungry or unwell and responds appropriately to meet their needs. The childminder stays close to children for those who may need reassurance. She provides children with an abundance of praise and encouragement. This helps to build up their self-esteem. Children settle quickly into the childminder's routines and they demonstrate that they feel safe and secure.

Children behave well. The childminder is a positive role model and she has high expectations of all children. She supports younger children to take turns and to share the equipment. The childminder helps young children learn about emotions. For example, she encourages children to look at the faces of bears in books and decide if they have a happy or sad face. The childminder provides emotion story sacks for parents to take home. This helps parents to continue exploring different feelings with their children at home. Children are beginning to understand their emotions and the impact of their behaviour on others. All children make good progress from their starting points.

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

- The childminder knows children well. She plans activities that children are interested in. For example, children look closely at insects they find outdoors and use the displays in the childminder's garden to identify what they are. However, occasionally, group learning activities are not planned and organised enough to support all children. For example, a large amount of time is spent trying to encourage younger children to sit down during their singing and rhyme time. Additionally, there are not enough resources for younger children to hold during the session. Consequently, children become distracted and do not fully participate.
- The childminder promotes children's growing independence well. She supports children to chop their own fruit at snack time. The childminder encourages children to put their own shoes and coats on before they play outside. Toddlers beam at the childminder when they manage to sit in their low-level chairs by themselves at mealtimes. These opportunities help children to feel proud of the activities they complete by themselves.
- The curriculum for physical development is well planned. Toddlers climb the steps up to the slide confidently in the childminder's garden. They happily run around outdoors making marks on the floor with chalks. This helps to develop children's larger muscle movements.
- Children benefit from a wide variety of outings. The childminder takes children

on trips to the museum, playgroups and local parks. Children have opportunities to borrow their own books when they go to the library. This helps children learn about the world around them.

- Children gain a love of books from a young age. They eagerly point to the books they would like the childminder to read to them. Toddlers carefully turn the pages and lift flaps in stories to find out which animal is hiding underneath. This helps to develop children's early reading skills.
- Overall, the curriculum for communication and language is well implemented. The childminder introduces children to new words as she plays alongside them. She asks children plenty of questions to check their knowledge. For example, she asks children what colours they can see as they fill coloured containers with pasta. However, the childminder does not always allow enough time for children to process and respond to some questions.
- Parent partnerships are strong. Parents are very complimentary about the support they receive from the childminder. They comment on how she caters for their children's dietary needs well. The childminder keeps parents informed about children's achievements and the next steps in their learning. This helps to provide continuity in children's development.
- Children behave well and they are kind and helpful. For example, toddlers put the books back on the shelf during tidy-up time. The childminder provides children with clear instructions. This helps children understand the positive behaviour that is expected from them.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- plan and organise group activities more precisely so that all children can participate fully
- allow more time for children to process and respond to questions when they are asked.

Setting details

Unique reference number	2674338
Local authority	Tameside
Inspection number	10350719
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	1 to 2
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in Aston-under-Lyne. She operates all year round, from 7.30am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-year-old children.

Information about this inspection

Inspector

Olivia Barnes

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 setting.
- The childminder joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with the childminder.
- The childminder and the inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of the childminder's suitability, training record and safeguarding documents.
- The inspector took account of written and verbal feedback provided by parents.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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