

Childminder report

Inspection date: 7 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder has a good knowledge and understanding of the children in her care and how they learn. She has high expectations of children and supports them effectively to make progress in their learning. The childminder plans a wide range of activities based on children's interests and what they need to learn next. Children are extremely motivated and eager to learn. They make good progress. Children paint on paper and the childminder shows them how to fold it. They squeal with delight and anticipation as they open the paper and discover the patterns that they have made. The childminder is particularly skilled at helping children to develop their communication and language skills. Children learn new words, such as 'splodge', 'blob' and 'unicorn', and use them in their play.

The childminder is extremely sensitive and caring, and provides children with a welcoming and nurturing environment. Children demonstrate a close relationship with the childminder. For example, they thoroughly enjoy one-to-one time when they sit on the childminder's knee for cuddles and look at books. They are exceptionally well settled and happy in the childminder's home and feel safe and secure. The childminder teaches children to share and take turns, and to understand the difference between right and wrong. Children are well behaved.

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

- The childminder plans challenging activities to help children to make progress. Children concentrate well and persevere with tasks that they find difficult at first. For example, they practise completing jigsaw puzzles and are delighted when they achieve what they set out to do. This helps to promote children's self-esteem and confidence.
- The childminder promotes children's understanding of diversity well. For example, she takes children to see the temple that is being built nearby. Children are intrigued by this and ask the site workers what they are doing and comment that the temple is getting bigger every day. Older children teach younger children about their country of origin. For example, they talk about the rainy season and share traditional food. The childminder challenges stereotypes and teaches children to accept and respect the similarities and differences between themselves and others.
- Pre-school children learn to recognise and write their name and understand that words carry meaning. However, the childminder does not consistently provide opportunities to help older children to develop their understanding of linking sounds to letters to further enhance their early literacy skills.
- The childminder monitors children's progress effectively. This helps her to quickly identify and address any gaps in their learning and development.
- Children who speak English as an additional language are well supported. The

childminder finds out and uses words and simple phrases in children's home language to help them to communicate.

- The childminder works closely with the school and nursery that some children also attend. She shares information effectively, which helps to promote good levels of consistency and continuity for all children.
- Children enjoy a broad range of well-balanced and nutritious meals. The childminder talks to children about food that helps them to grow big and strong and the importance of drinking lots of water to keep them healthy. She provides a wealth of opportunities for children to enjoy physical exercise and fresh air. This has a positive impact on children's good health and well-being.
- The childminder is a committed and dedicated practitioner. She consistently reflects on her practice and adapts the environment, resources and activities to meet children's individual needs. The childminder makes good use of professional development and training opportunities to help to improve the quality of her already very good teaching skills.
- The childminder shares information with parents about children's learning and progress and how they can support children's learning at home. However, the childminder does not seek detailed information about children's development from parents on entry to help her to track children's progress more precisely from the start.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of how to identify the possible signs of abuse and neglect. She understands the action to take should she have any concerns about the health or welfare of a child in her care. The childminder regularly attends training in this area to ensure that her knowledge is kept up to date. She is vigilant regarding children's safety and takes steps to ensure children are kept safe in her home and garden.

What does the setting need to do to improve?

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

- make better use of opportunities to reinforce older children's understanding of linking letters and sounds to support their early literacy awareness further
- strengthen the arrangements for consistently seeking information from parents about children's learning and development on entry, to track children's progress more precisely from the start.

Setting details

Unique reference number	501259
Local authority	Tameside
Inspection number	10072921
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	3 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	20 July 2016

Information about this early years setting

The childminder registered in 2001 and lives in the Ashton-under-Lyne area of Tameside, Greater Manchester. She operates all year round from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The quality of teaching during activities indoors was observed and the inspector assessed the impact this has on children's learning.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- The childminder evaluated a planned adult-led activity with the inspector.
- The inspector looked at relevant documentation, including safeguarding policies and procedures and children's records. She also checked evidence of the suitability of the childminder and other adults living on the premises.
- The childminder shared parents' written views of the setting, which the inspector took account of during the inspection.

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

T: 0300 123 1231
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