

Childminder report

Inspection date: 11 March 2020

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 high aspirations for all children. She plans an extensive range of imaginative and interesting activities indoors that challenge children and motivate them to learn. However, overall use of the garden is not as well planned for as the inside play areas. Children demonstrate that they are happy and feel safe in the childminder's home. The childminder skilfully adapts her teaching methods to meet the developmental needs of children. For example, during a magnetic fishing game, the childminder supports young children to develop their small-muscle control. Older children extend their counting skills and learn new words, such as 'seahorse', 'lobster' and 'tentacles'. Children count one-to-one reliably to 10 and use language such as 'full', 'empty', 'more' and 'less'. Overall, children acquire the skills that help them to prepare well in readiness for school.

The childminder provides children with clear and consistent boundaries, which helps them to learn what is expected of them. She manages any minor disagreements with the utmost calmness and sensitivity. For instance, when children occasionally take toys from other children, she gently reminds them to share and take turns. Children behave well. The childminder encourages children to do things for themselves whenever possible. Children confidently attend to their own personal care needs.

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

- The childminder is well qualified and experienced. She observes children's play and uses this information to accurately assess what they know and can do. The childminder makes maximum use of children's interests to plan for their next steps in learning. For example, she uses 'The Tiger Who Came to Tea' story to promote different areas of learning. Children say, 'The tiger might come to my house and eat all the food.' They make 'cups of tea' for each other and share pretend cakes with the childminder. This helps to promote children's good communication and language skills and imagination. Children make good progress.
- Children thoroughly enjoy drawing and making marks. They demonstrate good pencil control and make a good attempt at writing their name. The childminder teaches children how to form letters correctly. She incorporates listening and attention activities to help children learn to tune into sounds. However, she does not consistently provide children with opportunities to develop their phonic knowledge and early literacy skills further. For example, she does not develop children's awareness of letters and the sounds that they represent.
- The childminder skilfully supports children to develop their own ideas and solve problems. For example, when children want to play hide and seek, the childminder asks them what they could use to cover the table. Children giggle

and squeal with excitement when the childminder searches for them and finds their hiding place.

- Children develop a secure awareness of the importance of adopting good hygiene routines. They sing a handwashing song which reminds them to wash the front and back of their hands and in between their fingers. The childminder talks to children about food that is good for their bodies and supports them to prepare their own snacks. This contributes to their good health and well-being.
- Children enjoy outings within the community. They visit local shops, parks, playgroups and art exhibitions. These trips help children to learn about the wider world beyond their own experience and enhance their social skills.
- The childminder is committed to enhancing the quality of her practice. She undertakes training and carries out her own research to consistently update her knowledge and skills. Self-evaluation is effective. The childminder seeks the views of parents to fully support her to identify key areas for improvement.
- Partnerships with parents are very good. The childminder encourages parents to be involved in children's learning from the start. She seeks information about children's prior learning on entry. The childminder supports parents to enhance children's learning at home. This helps to promote good levels of consistency and continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the signs and symptoms that could indicate children are at risk from harm. She has a secure understanding of the action to take should she have concerns about the safety or welfare of a child. The childminder attends training to ensure that she is fully aware of any changes in guidance, legislation or practice. She checks indoors and outside to help to maintain a secure and hazard-free environment for children. The childminder supervises children closely and helps them to learn how to manage their own safety. For example, she teaches children how to climb safely and that glass and knives can be dangerous.

What does the setting need to do to improve?

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

- enhance the teaching of phonics to strengthen children's recognition of letters, and the different sounds they represent, to extend children's early literacy skills further
- extend the range of activities for children who prefer to play and learn outdoors to enhance and support their learning to the highest level.

Setting details

Unique reference number	EY223240
Local authority	Tameside
Inspection number	10073071
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 5
Total number of places	12
Number of children on roll	4
Date of previous inspection	17 June 2016

Information about this early years setting

The childminder registered in 2002 and lives in Ashton, Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate early years qualification at level 4 and provides funded early years education for two-, three- and four-year-old children. She occasionally works with an assistant.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of education during activities, indoors, and assessed the impact this has on children's learning.
- The childminder evaluated the quality of education with the inspector.
- The inspector talked to children and the childminder throughout the inspection. She discussed with the childminder how the childminder observes, assesses and plans for children's learning.
- Relevant documentation, such as safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, was checked by the inspector.

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
Textphone: 0161 618 8524
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