

Childminder report

Inspection date:

6 September 2022

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

Children are calm and happy and demonstrate that they are genuinely pleased to see this nurturing childminder as they arrive. They have a secure and affectionate attachment with her. For example, they go to her for cuddles and are soothed in her arms when they are tired. Children learn to play and explore independently because of these secure bonds. Children learn to manage risks independently. Younger children successfully negotiate two steps from the decking to the grass, and older children tell the childminder that they do not open the doors because they do not want to trap their fingers. Older children support their younger peers when accessing scissors and remind them to put them down when they leave the table because they are sharp. Children consider risks and learn to keep themselves safe.

Children go on daily outings in the local community, and the childminder links these outings to the curriculum. For example, they attend weekly 'tots' sessions to extend their social skills in larger groups. They talk to the lollipop man about his role in keeping them safe. These regular outings help children to increase their confidence and understanding of people and the world around them. Mealtimes are a sociable experience full of laughter and discussion. The childminder sits with the children as she encourages them to try healthy foods. For example, children smell satsumas and bananas before eating them. They use good manners and behave extremely well. Children feel comfortable to talk to the inspector and involve them in their play. Children are respectful to adults and their peers.

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

- Children engage positively with their learning and are keen to express their ideas. For instance, they suggest that they need more water to raise the boat up as they play with a model waterway. Children are active in their learning as they explore ideas and solve problems. However, at times, children are not given enough time to process and respond to new information that will extend their learning.
- The childminder knows the children well and plans activities that are appropriate for their individual age and stage of development. She teaches them new vocabulary to increase their knowledge. For instance, while looking at images of sea creatures, she introduces the words 'scales' and 'suckers'. However, at times, older children are not consistently challenged to build on the vocabulary they already know.
- Partnership with parents is extremely effective. Parents say that children are safe and very happy with the childminder. Parents appreciate the healthy, homemade food that she provides and her willingness to accommodate allergies. Effective daily communication with parents ensures that they are informed about

their child's progress.

- Care practices are good, and the childminder responds swiftly to children's needs. For instance, she immediately changes wet clothes after younger children have been engaged in water play. Children are tenderly put to sleep on flat, waterproof surfaces with individual bedding to prevent cross contamination. Children learn how to manage their own needs. For example, they wash their hands before mealtimes and put on their own coats and shoes before going outside. This helps them to be independent and ready for school.
- The childminder has a professional attitude to her own development. She proactively seeks training to improve her own practice and ensure that her knowledge is up to date. This knowledge helps to promote children's development in all areas of the curriculum.
- Children use mathematical language in their play. For example, they tell the childminder that they are rolling play dough to make long tentacles for the octopus. They talk about pieces of paper being tiny, and they confidently count out pieces of fruit at snack time. The childminder supports children to understand that numbers and mathematical concepts are all around them and can be used in daily situations.
- The childminder provides nourishing and healthy food for children. The aroma of freshly cooked meals inspires children to ask 'what's for lunch' and to discuss healthy options for future meals and snacks. Children have lots of opportunities to exercise and develop their physical strength. They use their large muscles as they vigorously pump water outside and use their small muscles as they cut with scissors and make marks with an array of utensils. Children develop an understanding of how to develop healthy bodies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role and responsibility to protect children and keep them safe. She has a good understanding of the signs and symptoms that may indicate that a child is at risk of harm. This includes any concerns associated with county lines or radicalisation. She understands the reporting procedures to follow if she has any concerns about the welfare of a child. The childminder keeps her knowledge of safeguarding and child protection up to date through regular training. She has up-to-date training in paediatric first aid. The childminder creates a safe environment for children, and risk assessments are carried out daily.

What does the setting need to do to improve?

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

- enhance the quality of interactions with older children so that they are consistently challenged to build on what they already know

- allow children time to process new information.

Setting details

Unique reference number	EY271020
Local authority	Tameside
Inspection number	10138436
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 8
Total number of places	12
Number of children on roll	12
Date of previous inspection	17 July 2015

Information about this early years setting

The childminder registered in 2003 and lives in Denton, Manchester. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a childcare qualification at level 3 and has paediatric first-aid training. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Hayward

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.
- The childminder spoke to the inspector about their intentions for children's learning.
- 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 inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request.
- Parents shared their views of the setting with 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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