

Childminder report

Inspection date: 18 June 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 Met (with actions)

What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time at this nurturing setting. Their singing fills the air and the atmosphere buzzes with their excitement to play. The childminder is a good role model. She provides children with clear expectations for their behaviour. Children know what is expected of them. They are considerate towards their friends and they share toys. Overall, the childminder provides children with a curriculum that helps them to make good progress. Children enjoy an array of activities. Older children become enthralled while making 'grass caterpillars' with soil and grass seed. Younger children show excellent physical dexterity while using low-level apparatus outdoors.

The childminder teaches children well about the world around them. She talks to them about the many ways that make them unique. Children are confident to talk about similarities and differences between themselves and others. For example, they discuss how some people need to use a wheelchair. Children are respectful towards others and are well-rounded individuals. The childminder supports children well in readiness for their eventual move on to school. She talks to them about their new teachers and what school uniform that they will wear. She encourages children to become more independent and teaches them how to write their own names. Children are excited to start the next chapter in their education.

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

- The childminder recognises the importance of self-evaluation. She continually reflects on how to improve her setting. For example, she observes children during their play and looks at how the environment can be adapted to help children flourish. The childminder recently made changes to her outdoor play area. She has introduced new play equipment to encourage children to climb and balance. This has had a positive impact on developing children's large-muscle skills.
- In the main, the childminder provides children with a balanced curriculum that builds on what they already know and can do. However, the implementation of some activities for younger children do not keep them fully engaged. This means that some younger children lose interest in their learning.
- The childminder supports children's communication and language development effectively. She introduces children to new vocabulary and listens to them with interest. Children are confident communicators.
- Links with parents, the local authority and other childcare professionals are robust. The childminder keeps parents informed of their children's time at the setting. Parents commend the childminder on her loving and caring nature.
- The childminder uses additional funding well. She takes children on trips to the local airport and farm. For some children, this is the first time that they have

visited these places. Children excitedly recall watching different aircraft and spoke about visiting the alpacas at the farm. Children who are in receipt of funded places make good progress.

- The childminder has established a programme of professional development. She attends local network meetings and meets up with other childminders to discuss early years practice. However, she has not focused her programme of training well enough to help further improve her practice.
- Children's emotional well-being is given high priority by the childminder. She invites parents to stay with their children for settling-in sessions. Children develop secure bonds with the childminder. They have a strong sense of belonging and they behave well.
- The childminder supports children's creativity well. Children sing songs and learn new rhymes. They are fascinated while enacting the roles of superheroes. Children create their own drawings and explore their senses while blowing bubbles.
- The childminder supports children's love of reading effectively. Children snuggle up with the childminder to read their favourite stories. They visit the local library and are excited to take books home. Children develop an early awareness of letters and words.
- Children are introduced to mathematics by the childminder incredibly well. She skilfully teaches children about numbers. Children are confident to complete mathematical concepts, such as addition and subtraction. They talk about the properties of two-dimensional shapes. Children are confident to take on new learning challenges. For example, they relish learning about the value of money, size and estimation.

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:

- refine the curriculum for younger children, to help to keep them more engaged in their learning
- strengthen the programme of professional development to help to raise practice.

Setting details

Unique reference number	EY282198
Local authority	Tameside
Inspection number	10314382
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 11
Total number of places	6
Number of children on roll	12
Date of previous inspection	5 October 2023

Information about this early years setting

The childminder registered in 2004 and lives in the Ashton-under-Lyne area of Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in his evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector took account of the views of parents and carers.
- The inspector carried out a joint observation with the childminder.

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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