

Childminder report

Inspection date: 12 January 2023

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are happy and safe at this vibrant setting. They wait at the door to welcome the inspector and are keen to show him their artwork. Children have a strong sense of belonging and show excellent behaviour. They have positive attitudes towards their learning and are keen to take on new challenges. For example, they work together to determine the best way to make toy cars go faster down a low-level ramp.

The childminder supports children's creativity very well. Children are fascinated while making clay models of animals. They giggle while painting and enjoy playing with musical instruments. Children show good levels of independence. They help to tidy toys away, dress themselves and help to set the table for lunch. Children talk about the importance of washing their hands and why they must keep fit and healthy. The childminder provides excellent opportunities for children to be physically active. Children enjoy being outdoors. They like to play football, ring games and excitedly recall a visit to the local park. Children develop the necessary skills in readiness for their move on to school.

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

- The highly experienced and dedicated childminder leads her setting with passion and determination. She wants children to achieve the very best and aims for them to flourish. Improvement plans are robust and include the views of parents and children.
- Overall, the childminder plans a curriculum that is built on what children already know and can do. However, on occasion, she does not always pitch activities at the right level for younger children. For example, the childminder, sometimes, provides activities, such as counting and colour recognition, that are too advanced for younger children. This means that, at times, some younger children lose interest in their learning.
- The childminder is an advocate for providing children with play and learning opportunities that they might not usually experience. For example, she takes children swimming, on train rides and to the seaside. Children relish these opportunities, which provide them with the cultural capital that they need to succeed.
- Children have a good understanding of the world around them. They help to keep their local community tidy, such as by litter picking. Children learn about being environmentally friendly. The childminder supports them to have a broad understanding of similarities and differences beyond their own experiences. Children enjoy taking part in an African Day, where they learn about traditional food, dances and culture. Children are well-rounded individuals, who are well prepared for life in modern Britain.

- Care practices are good. The childminder has a secure settling-in procedure. She places high priority on supporting children's emotional well-being. Children settle well, form secure friendships and are content in the care of the childminder. The childminder teaches children about good hygiene practices. She teaches them about good oral health and about the importance of eating healthy foods. Children talk about why they need to visit the dentist and how to keep healthy.
- Children like to sit with the childminder and cuddle into her while looking at books. The childminder uses different vocal ranges and facial expressions to maintain children's interest. Children show a love of reading and are excited to predict what happens next in stories. They are keen to present the childminder with books that they bring from home and show excellent word recognition.
- Partnership working is strong. In the main, links with parents are effective and the childminder keeps parents informed of their children's time at the setting. However, the childminder would like to strengthen parental involvement in the progress check for children aged between the ages of two and three years. Links with external professionals and other childminders are robust.
- The childminder supports children's communication and language skills very well. She introduces new words and listens to children with interest. Children are confident communicators, who use a wide range of vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and suitable for childcare. Effective risk assessments are in place and the childminder carries out daily safety checks. The childminder is trained in first aid and understands how to respond to accidents and injuries. Ratios are complied with and she supervises children with vigilance. The childminder understands child protection exceptionally well. She knows the local referral procedure and understands the steps to take if there is an allegation against herself or a household member. The childminder is aware of cuckooing, cyber-bullying and child sexual exploitation. She teaches children how to keep themselves safe and protected from harm, for example, such as e-safety.

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 intent, so that activities are pitched at the right level for younger children
- strengthen parental involvement in the progress check for children between the ages of two and three years.

Setting details

Unique reference number	EY293060
Local authority	Tameside
Inspection number	10263538
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	4 May 2017

Information about this early years setting

The childminder registered in 2004 and lives in Hyde, Greater Manchester. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Luke Heaney

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 his evaluation.
- The childminder and the inspector had a tour and learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- An observation of an activity was completed, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children, at appropriate times during the inspection.
- Parents' views were obtained by the inspector by written comments.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023