

Childminder report

Inspection date: 12 January 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

The childminder and children establish strong and caring relationships. Children are independent and the childminder supports this well. For example, the well-resourced play room includes a variety of interesting, age-appropriate toys and equipment. Children keenly explore these with confidence. They draw on their past experiences and use this prior knowledge as they play. For example, children use items to imitate familiar objects, such as holding a paint brush to their ear and pretending to have a lively conversation with their parents. The childminder extends this creative play by providing a toy mobile phone. Children chatter away using the mobile phone, which supports not only their imagination, but also their communication and language development.

Children's smiles show they are happy in the care of the supportive childminder. They beam with delight as they sing songs, dance and follow along with the actions. Children are valued and respected. They seek out the childminder for support or assistance, when needed. Young children invite the childminder into their games using her pet name, they say 'Di Di help'. The childminder swiftly responds to children's requests, which helps them to feel secure. Children are familiar with the consistent rules and boundaries and their behaviour is excellent. The childminder has adopted positive hygiene practices, as a result of COVID-19, such as completing regular lateral flow testing. Children also use individual hand towels after washing their hands. This helps to keep everyone safe from infection.

Children use mathematical language such as 'more' as they construct a train track. They join magnetic trains and count the carriages. The childminder encourages them to continue to count. She has high expectations for children's learning and development. Children delight in the praise that is heaped on them by the childminder as they count further than they have done before.

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

- Children make excellent progress in their personal, social and emotional development. The childminder is sensitive to children's feelings and provides them with a home-from-home environment. The childminder gathers detailed information from parents about children's routines and capabilities on entry. She uses this information to help children to make a smooth transfer into her setting. During the COVID-19 pandemic, the childminder provided socially distanced settling-in sessions for new children. This helped her to get to know them at the start.
- The childminder has a clear intent for her curriculum. She assesses children's stages of development and then helps them to develop many of the skills needed for future learning. However, sometimes too much new information is

provided, when knowledge may not have been fully embedded. For example, she asks children to recognise colours when they do not yet have a strong enough understanding of colour. The childminder, occasionally, fails to challenge children's misconceptions. For example, she praises children for guessing the incorrect colour or quantity. Nonetheless, activities are based on children's interests which help to motivate them to learn. All children make good progress.

- The childminder places strong emphasis on helping to prepare children for early writing. Children have frequent opportunities for mark making and enjoy activities which help to strengthen their finger muscles. Children draw on the chalkboard, use brushes and their hands to mix paint. In addition, they learn to operate technology devices with electronic pencils, to develop their grasp and control.
- The childminder is well organised. She adopts a professional approach to her role. This includes accessing development opportunities to keep her knowledge up to date, and to enable her to meet the individual needs of all children. The childminder sought information and training on calming strategies, to help children to manage their feelings and behaviours. This had a positive effect and children's behaviour is excellent.
- At times, the childminder uses incorrect language when speaking to children. For example, she uses words such as 'doggy' for dog, 'nana' for banana and 'dody' for dummy. When children use these words, the childminder does not correct them or sensitively reinforce the correct pronunciation. Furthermore, the childminder does not always give children enough time to answer the questions she asks. That said, children communicate confidently and their level of understanding is excellent. Overall, children's communication and language skills are developing well.
- Partnership with parents is strong. Parents praise the level of communication shared between themselves and the childminder. Parents are confident that their wishes are respected. For example, the childminder researched and introduced baby-led weaning, to allow her to capably meet the needs of families who adopt this method. The childminder suggests activities for parents to support children's learning at home. This provides continuity in supporting children's care and learning needs.
- The childminder provides an inclusive environment where everyone is welcome. Young children spend time with older siblings at the start and the end of the day. The childminder teaches children about the similarities and differences between themselves and others. For example, she celebrates different festivals and educates children about unfamiliar family types. Furthermore, regular outings to the local café for breakfast, provide opportunities to meet people in the wider community. This helps children to develop positive social and cultural awareness.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure awareness of child protection procedures. She is able

to identify possible signs that a child is at risk of harm. The childminder knows the steps to take to refer any concerns about a child to the relevant agencies. She is clear on the steps to take in the event of an allegation being raised about herself or household member. The childminder ensures that children are supervised at all times, including if there is a visitor in her home. The childminder monitors children's attendance closely. For example, she has an effective system in place to track the journey of older children, who are capable of making their way to her setting. This means that the childminder is able to ensure children arrive safely and can take action should they fail to arrive on time.

What does the setting need to do to improve?

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

- focus more precisely on giving children the sequential knowledge and skills that they need to be ready for what comes next
- give children enough time to think about and respond to the questions they are asked and reinforce the use of correct vocabulary to further support their communication and language development.

Setting details

Unique reference number	EY341566
Local authority	Tameside
Inspection number	10219467
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	10
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 2006 and lives in the Droylsden area of Manchester. She operates all year round from 6.45am until 6pm, Monday to Friday, with the exception of bank holidays and during the Christmas period. The childminder provides funded early education for two-year-old children.

Information about this inspection

Inspector

Layla Davies

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 their evaluation of the setting.
- The quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of household members.
- Children were spoken to when appropriate.
- The childminder and inspector held ongoing discussions throughout the inspection.
- The inspector took account of feedback from parents.

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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