

Childminder report

Inspection date: 22 March 2022

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

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

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

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

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

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

Children are dropped off and collected from the friendly childminder at the door. This is in response to the COVID-19 pandemic and helps to keep children safe and supports their good health. Children part from their parents with ease. They are happy and excited to arrive at the setting. Children settle quickly and feel secure in this setting. This is due to the childminder working closely with parents to tailor children's settling in sessions to meet their individual needs. Children go to the childminder for cuddles when they need a little reassurance. They behave well and are kind to each other. Children happily share and take turns. They are considerate of their friends. Older children support younger children in their play. This supports them to develop their self-esteem.

Children are making good progress in their learning. This is due to the high expectations of the childminder. Children love to explore the setting. Younger children move around confidently. They crawl and practise standing independently. This supports them with their physical development. Children show care and concern for the baby dolls. They practise dressing them and wash their clothes in the toy washing machine. This supports them to develop their emotional well-being and learn about caring for others.

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

- The childminder has a clear idea about what she wants children to learn next. Children are confident and choose what they want to play with. For example, children enjoy exploring sensory resources, such as brushes and sponges. However, children do not always have the opportunity to freely engage in artistic activities and express themselves creatively.
- Children show a real love of books. They independently turn the pages and tell the childminder the story using the pictures. There are good levels of interaction between the childminder and children. The childminder repeats back what children say and models the correct pronunciation of words. Therefore, this helps children make good progress in their communication and language development.
- The childminder supports children to learn about number and value. Children enjoy building towers and walls with bricks. The childminder encourages children to think how many bricks they need to make the rows complete. However, the childminder does not always model mathematical language to the highest level during the children's play.
- Children understand and follow the setting rules well, such as walking inside and using their manners. Children learn about what makes them unique as well as other cultures. This supports them to learn about the world around them.
- Children learn different ways to keep themselves healthy. They enjoy nutritious

home cooked meals and fruit at snack time. The childminder supports children to learn how to keep their teeth healthy. Children learn about the importance of eating healthy food and regular teeth brushing. Children get daily fresh air and exercise. For example, they enjoy taking walks to see the horses in the local field.

- The childminder keeps her mandatory training up to date, such as safeguarding and food hygiene. She has strong relationships with local childminders. The childminder shares good practice to support her to make improvements to her provision. For example, the childminder has recently developed her garden area. Children enjoy moving around on the clean and safe artificial grass. They develop their coordination skills as they balance on blocks.
- The childminder supports children with special educational needs and/or disabilities (SEND). She works in partnership with parents and other professionals, such as teachers, to ensure that children receive continuity in their learning and care. This helps children to thrive in their development.
- Parents comment their children are stimulated, safe and well cared for in this setting. They feel their children are making good progress in their learning since starting with the childminder. Parents are happy with the information they receive from the childminder about their children's time in this setting. They feel that the childminder supports their children's individual needs well, particularly those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge and understanding of her role and responsibilities regarding how to keep children safe from harm. She is aware of how to correctly report concerns about the welfare of children. The childminder understands how to correctly report allegations made against herself or any other adult in her household. The childminder is trained in paediatric first aid and keeps this up to date. There is an emergency evacuation procedure in place. This is understood and practised with children. The childminder carries out regular checks of the indoor and outdoor environment and removes any hazards before children use these spaces. The childminder supports children to learn how to keep themselves safe online.

What does the setting need to do to improve?

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

- provide children with more opportunities to freely engage in artistic activities and express themselves creatively
- enhance planning to provide children with more opportunities to learn and practise using mathematical language.

Setting details

Unique reference number	EY367683
Local authority	Tameside
Inspection number	10129129
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 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	3 March 2016

Information about this early years setting

The childminder was registered in 2008 and lives in Denton. She operates during term time only, from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification in childcare.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- This was the first routine inspection the the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector completed a learning walk together to discuss the childminder's 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.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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 2022