

Childminder report

Inspection date: 12 January 2023

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 has high expectations for children's behaviour. She is gentle in her approach and is a good role model. Children play and explore freely but know the house rules, such as stopping before they ride wheeled toys on the rug. Children behave well. Due to COVID-19, the childminder places even more emphasis on children having access to fresh air, outdoors. Hygiene routines were strengthened and continue to be prioritised. For example, young children independently wash and dry their own hands and immediately take their shoes off when they enter the premises.

The environment is a hive of activity. Children show through their beaming smiles and positive interactions, that they are happy and thoroughly enjoy their time in the childminder's setting. Relationships between children, the childminder and the assistant, are warm and friendly. This helps children to feel safe and secure and supports their high levels of emotional well-being.

Children bound in eager to play and explore. The childminder provides a curriculum that helps all children to make good progress. Children develop creativity and critical thinking skills as they lead their own play. For example, they use objects to imitate other items, drawing on past experiences, such as eating ice-cream. Children are imaginative and make 'ice-creams' to share with their peers.

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

- The childminder knows what she wants children to learn and helps them to develop new skills. They remember what the childminder teaches them. For example, as older children show the inspector yoga poses, younger children get out the yoga mat. The childminder adapts her teaching to meet the needs of all children. Older children have learned to count the number of people in the room and younger children have remembered and recognise the number 8.
- The childminder is keen to help children to become confident communicators. Children benefit from a language-rich environment. The childminder provides numerous opportunities for children to hear her spoken words. She sensitively reinforces words to help children to learn the correct speech sounds. However, the assistant does not support children's communication and language as consistently. Nonetheless, many positive interactions help to encourage children's speaking skills overall.
- The calm and nurturing childminder and her assistant work very well together. They ensure that children are busy and active learners. Young children's fine motor skills are being strengthened by well-thought-out activities. For example, children use scissor pincers to transfer small items between the bowls on traditional weighing scales. Younger children form recognisable shapes and older

children write their names. This helps them to be well prepared for future learning in school.

- Children are very independent. The childminder prioritises this aspect of child development. She equips children with the skills they need to be able to do things for themselves. Younger children carry out small tasks as part of the daily routine. These include, whisking eggs in preparation for lunch, and tidying away the toys when they have finished playing. Older children are given responsibilities, such as setting the table before eating and handing out sand so everyone has an equal amount. Children know what is expected of them and their behaviour is good.
- Parents share children's routines and what they need help with at the start. The childminder provides helpful suggestions to parents to include them in supporting children's learning. For example, for children who speak English as an additional language, ideas about how to promote English at home are shared. The childminder sends home library books with English text, for parents to read to their children.
- The childminder has maintained a good standard and is aware of some of the strengths of her provision. However, the programme for professional development is not precise enough to improve the overall quality of education. The childminder recognises that she has not identified specific areas to focus on, to improve quality and consistency in some of her assistant's practice. The childminder keeps up to date with mandatory training, however, her assistant's paediatric first-aid certificate has expired. While this has no significant impact, this was not identified and addressed.
- The childminder recognises that children and families come from many different backgrounds. She provides play equipment that represents positive images of race and gender. Furthermore, she helps children to develop awareness of her own cultural heritage. Children are exposed to unique resources, such as African drums, real ostrich eggs and feathers, and springbok skin. Children are starting to value the similarities and differences between themselves and others in the wider community. This helps to prepare them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant understand their role and responsibility to keep children safe. They understand child protection procedures which means they are able to recognise any signs that a child is at risk of harm. The childminder and assistant know how to make a safeguarding referral to the appropriate agencies. They are able to deal with an allegation if faced with one. The childminder's home is safe and suitable. Children are well supervised inside the home and on regular outings to the playgroup. Children know to stay close and not to venture too near to the edge of the canal as they feed the ducks.

What does the setting need to do to improve?

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

- focus self-evaluation more precisely to identify training needs and improvement areas that help to raise practice to the highest level
- provide incisive feedback and support to the assistant so that the intended curriculum for communication and language is consistently implemented.

Setting details

Unique reference number	EY374485
Local authority	Tameside
Inspection number	10269736
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	2 to 10
Total number of places	12
Number of children on roll	10
Date of previous inspection	31 May 2019

Information about this early years setting

The childminder registered in 2008 and lives in the Droylsden area of Tameside. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for family holidays. The childminder holds a relevant childcare qualification at level 3. She employs one full-time assistant.

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 during a learning walk.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures and training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her assistant and household members.
- Children were spoken to when appropriate.
- The childminder, the assistant and the inspector held ongoing discussions throughout the inspection.
- The childminder described how she works with 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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