

Childminder report

Inspection date: 11 October 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children benefit from a genuinely rich curriculum that nurtures their learning. For instance, they learn about autumnal changes as they collect acorns and conkers that have fallen from the trees. They talk about the 'spikey' case that protects the conker and explore how these objects make different patterns in the dough. These opportunities give children the thrill of discovery, which ignites their curiosity and love of learning.

Care practices within the childminder's home are well embedded. Children help themselves to fresh drinking water, which means they are beginning to understand the importance of keeping hydrated. Children are caring and show respect to others. For example, during the inspection, a toddler helped his friend settle to sleep by soothing him gently and speaking kindly.

The childminder wants all children to succeed and ensures the curriculum is suitable for every child. For example, she uses favourite toys, such as pretend cars, to help children develop their confidence in counting. At other times, the childminder introduces new items, such as pomegranates during their Chinese New Year celebrations. Children talk confidently about these past experiences, which demonstrates they can remember what they have learned. There is a real sense of happiness in this caring and safe environment. As a result, children are extremely happy.

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

- The childminder has secured improvements since the previous inspection. For example, she plans activities carefully to help children develop the knowledge and skills they need in readiness for school.
- The childminder is committed to giving children the best start and is determined to go from strength to strength. She has identified through her self-evaluation that further training would take her practice to a higher level.
- Partnership with parents is strong. The childminder keeps parents updated on all aspects of their child's learning and progress. She also shares ideas with them, such as how to help their children regulate their behaviour. Parents' comments are hugely complimentary and praise the childminder for nurturing their children's love of outdoor learning.
- The outdoor curriculum provides lots of opportunities for children to make connections with previous learning. During a recent outing, children recognised how branches from a fallen tree resembled a 'stick man'. As a result, the childminder helped the children to recall the adventures from the story 'Stick Man'. Children collected twigs to make their own 'stick men' and re-read this exciting narrative.

- The childminder provides a language-rich environment, where all children have a voice. All children, including the younger ones, are listened to. As a result, they are eager to talk and engage in conversations. For example, as children explore the sticky dough the younger ones describe it as 'gloopy'. The older ones identify that some of the shapes are 'cylinders'.
- Children gain lots of knowledge and skills that help to prepare them for their transition to school. However, the childminder has not made links with other early years settings that children attend. As a result, learning for some children is not as coherently planned and sequenced as it could be. This does not provide continuity in their learning.
- Children demonstrate high levels of engagement as they play. They are eager to have a go and display a can-do attitude. For example, toddlers copy their older friends as they sing and play 'sleeping bunnies'. They build upon what they have already learned by lying on the floor without any prompts. They also practise new skills, such as trying to jump. These experiences help children to develop their physical skills, resilience and creativity.
- Children are developing good levels of independence in meeting their own care needs. For example, they wash and dry their hands before eating. They also enjoy wholesome meals and snacks, which helps them to learn about healthy food choices. However, opportunities for children to learn about oral health, such as the importance of toothbrushing, are limited. This does not fully enhance their awareness of being healthy.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are given high priority. The childminder keeps her knowledge of child protection up to date through training. As a result, she is aware of the procedures to follow should any safeguarding concerns arise. The childminder also shares information, such as e-safety, with parents. This helps to increase their awareness of the dangers their children may encounter when playing online games. The childminder supervises children closely, especially when they are eating. All areas used for childminding are safe and secure. The childminder is also qualified to administer first aid. These measures help to keep children safe from harm.

What does the setting need to do to improve?

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

- make links with other settings that children attend to help provide continuity in their learning
- provide opportunities for children to learn about good oral health.

Setting details

Unique reference number	EY394232
Local authority	Tameside
Inspection number	10246248
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 9
Total number of places	12
Number of children on roll	9
Date of previous inspection	23 May 2022

Information about this early years setting

The childminder registered in 2009 and lives in Denton, Tameside. She operates all year round from 7.30am until 5.30pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- The childminder and inspector carried out a joint evaluation of an activity.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' written testimonials.
- The inspector reviewed some documents, including the childminder's first-aid certificate.

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