

Childminder report

Inspection date:

23 March 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children blossom in this setting. This is due to the high expectations that the childminder has for children's learning and behaviour. Children's curiosity is ignited by the purposeful learning opportunities the childminder plans. They show high levels of determination and concentration in their play. Children delight in reading 'Dear Zoo' with the childminder. They proudly share their superb knowledge of animals. For example, they talk about how camels live in the desert and do not have access to much water. They proceed to talk about how drinking water themselves is good for them. Consequently, children are making excellent progress across all areas of learning and development.

Children are very happy and confidently express themselves. This demonstrates that they are emotionally secure. Children have a strong bond with the childminder. There is a high level of mutual respect between the childminder and children. The childminder constantly talks to children about what is happening now and next. Therefore, children move between routines seamlessly. Children's behaviour is exemplary. They demonstrate an exceptional understanding of the childminder's rules and follow these independently. Children wash their hands and attend to their own personal care needs throughout the day.

Children are dropped off and collected from the nurturing childminder at the door. This is in response to the COVID-19 pandemic and helps to keep children safe. Children respond positively to this. They part from their parents with ease and excitedly enter the setting.

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

- The childminder has an excellent understanding of what she wants children to learn. This is securely embedded throughout all areas of her practice. Children's experiences are meaningful and well sequenced. This is evident as children talk about what they can remember. Children confidently share their own ideas and lead their learning. For example, children work out with the childminder how many bowls of water they need to fill the water tray outside. They wash the toy animals and talk about how the sunshine will evaporate the water and dry them. Consequently, children are exceptionally well prepared for future learning.
- Children listen attentively to the childminder. The childminder engages children in high-quality interactions, with lots of back and forth conversation. Children articulate themselves incredibly well. They think critically, have a go and persist. For example, children consider where different animals might live due to their shape, size and features. Later in their play, children test out their ideas and demonstrate their ability to problem-solve by using toy animals and blocks for their homes.

- Children show high levels of confidence in social situations. They enjoy sharing their accomplishments. The childminder encourages and praises children. Therefore, children show high levels of self-esteem. Children proudly reveal when they have completed puzzles themselves. They take responsibility for the resources and the setting environment. For example, children frequently tidy up after themselves.
- Children are motivated and have an incredibly positive attitude to their learning. They learn to take appropriate risks. Children show great control as they practise using climbing equipment outside. They learn different ways to keep themselves healthy. For example, children help to prepare food and enjoy nutritious home-cooked meals.
- The childminder plans a rich set of experiences for all children. Children constantly learn about the world around them. For example, they take the tram into Manchester and visit China Town for Chinese New Year. Children buy food such as noodles from Chinese shops and cook and taste these when they get back to the setting. Therefore, children have a deep understanding of other cultures and ways of life.
- The childminder consistently evaluates her setting. She attends training courses to develop her practice to an even higher standard. The childminder has attended training to support children's literacy development in preparation for their move to school. She has strong relationships with other childminders. Children regularly visit playgroups. This supports them to form firm friendships and easily develop relationships with others.
- The childminder has strong links with other professionals. Children with special educational needs and/or disabilities receive early help. The childminder identifies and promptly closes gaps in children's learning, particularly children's speech development. Therefore, all children are thriving in this setting.
- Parents speak highly of the care and learning their children receive in this setting. They comment that the childminder has supported their children incredibly well during the COVID-19 pandemic. They express that their children have continued to make exceptional progress in their development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of her role and responsibilities to keep children safe from harm. She attends regular safeguarding refresher courses to ensure that her knowledge is continually up to date. The childminder knows how to promptly report concerns about the welfare of children. She understands how to correctly report allegations made against her or any member of her household. The childminder is trained in paediatric first aid and keeps this up to date. She has an emergency evacuation procedure in place. The childminder regularly practises this with children to ensure that they understand what to do. The childminder supports all children effectively to learn about how to keep themselves safe online, for example through meaningful and age-appropriate discussions.

Setting details

Unique reference number	EY394366
Local authority	Tameside
Inspection number	10109798
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 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	14 May 2015

Information about this early years setting

The childminder registered in 2009 and lives in the Audenshaw area of Tameside. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Suzanne Fenwick

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 childminder and the inspector had 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 they are with the childminder.
- Parents shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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.

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