

Childminder report

Inspection date: 24 January 2020

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 passionate childminder prides herself on nurturing and educating children. She is calm and relaxed around children, and she treats them with kindness and respect. Children mirror this behaviour. They are kind and considerate of each other and play happily, showing that they feel safe and secure. Babies introduce games, such as peekaboo. They peer out from behind a chair with excitement. They squeal as they see the childminder waiting for them with a 'boo'. The childminder helps children to feel positive about themselves. For instance, she tells children that their artwork is wonderful. This contributes to their good self-esteem. Babies show good levels of perseverance. For instance, they keep trying until they manage the different openings of a pop-up toy. Older children comment that they are 'concentrating' as they play.

The childminder plans a broad and varied curriculum, overall. She bases it on what children need to learn next. The childminder promotes children's communication and language development well. For example, she models words clearly and understands the importance of using repetition to teach children new vocabulary. Babies delight at copying the sounds and words that they hear, such as 'baby'. The childminder provides many opportunities for children to sing and explore books. Babies confidently choose props from a bag that represent familiar songs. They know and remember the actions. For example, they begin to clap and rock back and forth at appropriate times.

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

- The childminder works with parents, health professionals and other settings that children attend. This helps her to extend and complement children's learning. The childminder uses advice and expertise from other settings, for instance to support children's early writing skills. She shares her knowledge with parents. For example, she provides activity ideas for parents to try with children at home. This collaborative approach has a positive impact on children's learning. The childminder provides parents with regular questionnaires. Parents provide positive comments about the childminder. For example, one parent states that they 'feel lucky to have found her'.
- The committed childminder works hard to improve her practice. She meets with other local childminders and shares knowledge and ideas. The childminder has recently accessed training on supporting children's healthy eating and nutrition. This has helped her to gain a greater understanding of foods that children should eat. The childminder provides healthy meals and snacks. Children are aware of the importance of eating healthy foods. They discuss that fruit is good for them. Children know to wash their hands before eating. Overall, this helps to promote children's good physical health. However, the childminder does not fully

consider how younger children can regularly use the outdoor area. This means that they have less opportunities to become physically active outdoors.

- The childminder plays alongside children and naturally weaves their next steps into play. For instance, she sings songs to babies to help them to recognise their body parts. Babies respond well. They copy the childminder and touch their nose, knees and toes. The childminder holds meaningful conversations with older children. For example, she asks them to remember what happened at the end of a story. Children use their thinking skills and talk fondly about a funny ending.
- The childminder takes children on regular outings around the local community. They visit playgroups, parks and the library. This provides children with the opportunity to socialise and make friends in readiness for starting school. However, the childminder does not provide a wide range of opportunities for children to learn about the wider world, for example other cultures, religions and beliefs.
- The childminder understands how to support children's emotional well-being. For example, she provides flexible settling-in sessions for new children. The childminder knows and follows children's routines from home, for instance at sleep time. Parents provide comforters, such as soft toys. This builds on children's emotional security. The childminder protects children's privacy during care routines. She sings to children as she changes their nappy. This helps children to feel safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows how to identify and respond to concerns about children's safety and welfare. She is aware of wider safeguarding issues, for instance how to recognise children at risk of female genital mutilation. The childminder is alert to the potential dangers of children using the internet. She has stringent policies in place to protect children. For example, she supervises children and only allows them to access age-appropriate programs. The childminder provides advice for parents. For instance, she advises them about screen time and the potential dangers of children accessing the internet. This helps to keep children safe.

What does the setting need to do to improve?

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

- consider how younger children can have more opportunities to be physically active outdoors
- provide more varied opportunities for children to build on their understanding of cultures, religions and beliefs beyond their own immediate experiences.

Setting details

Unique reference number	EY395661
Local authority	Tameside
Inspection number	10074276
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	9
Date of previous inspection	21 April 2016

Information about this early years setting

The childminder registered in 2009 and lives in Hyde, Cheshire. She operates all year round, from 7.15am until 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Savine Holgate

Inspection activities

- The inspector had a tour of the childminder's home. She discussed with the childminder how she organises her setting and how she plans the curriculum for children.
- The inspector observed the quality of teaching during activities and evaluated the impact this has on children's learning.
- Several discussions were held between the inspector and the childminder at appropriate times during the inspection. The inspector viewed relevant documentation, including evidence of the suitability of all adults living on the premises.
- A joint observation was carried out by the inspector and the childminder.
- The inspector took account of the views of children spoken to on the day.
- Parents' views were taken into account from written feedback provided.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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