

Childminder report

Inspection date:

7 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children do not always benefit from a well-sequenced curriculum. Some children do not develop good levels of engagement or involvement in the activities set up. At times, the childminder does not always model the correct use of language and sentence structure to children. That said, children enjoy exploring sensory materials and musical instruments. They enjoy experimenting with the different sounds they can make by scrunching foil in their hands. Children respond with smiles when the childminder praises them in their play.

Despite the weaknesses in the curriculum, children are settled and content in the setting. Children show they feel comfortable with the childminder. They sit with the childminder while they play and bring different resources to show her. This helps to support children with their growing confidence. Children behave well in this setting. They learn to share and take turns with some encouragement from the sensitive childminder. Children move freely and confidently around the cabin that is used for minding. They select the resources they want to play with next from low level shelves. This helps to support their emerging independence skills.

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

- The childminder has made some improvements since her last inspection. She has joined a new mentoring initiative to support her to improve her practice further. However, the childminder does not always consider the skills children need for future learning. While the childminder does provide some learning experiences for children, she does not always plan effectively to enhance children's development to a consistently good level.
- The childminder has a curriculum intent in place. This is focused on settling in new children into the setting. However, the curriculum is not always ambitious or coherently planned. That said, the childminder is working closely with the local authority to develop her knowledge and understanding of how young children learn.
- The childminder plans some activities that capture children's interest, such as sensory play. However, the childminder does not always effectively support children to develop their attention and concentration in activities. Consequently, some children move quickly from one area to another and do not develop good levels of persistence.
- The childminder has some strategies in place to support children with their communication and language, such as reading and singing songs together. Children enjoy sitting with the childminder to explore the sensory books. However, the childminder does not always fully support children with their emerging speech development to consistently good levels, for example through modelling the use of good language and sentence structures.

- The childminder has some systems in place to evaluate her practice and provision. However, these do not always identify the key areas for improvement to bring about change in a timely manner. Therefore, she does not always focus on encouraging children to develop their curiosity. That said, she is working with other professionals to help her make improvements that will provide children with better outcomes. Children are making some progress in their learning. For example, the childminder has effective strategies in place to support children to settle.
- Children have opportunities to be active and get fresh air every day. They visit the park regularly where they use the swings, a roundabout and have space to run and play games. This supports children's physical development. Children attend a playgroup on a regular basis where they socialise with other children. This supports children to develop their independence and make friendships with children outside the setting.
- The childminder has a good knowledge and understanding of how to support children with special educational needs and/or disabilities. She is aware of the importance of making referrals in a timely manner. Therefore, children get support in their learning from other professionals.
- The childminder has systems in place to develop partnerships with parents. She provides daily feedback to parents about what their children have done in the setting, including their personal care needs. The childminder offers parents suggestions on how they can continue children's learning at home. She encourages parents to share strategies to provide children with a consistent approach.

Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps up to date with her safeguarding training. She has a secure knowledge and understanding of safeguarding. The childminder is aware of the potential signs and symptoms of abuse. She knows how to correctly report concerns about the welfare of children to other professionals. The childminder has a secure understanding of how to report allegations made about herself or another member of her household. She keeps her paediatric first-aid training up to date. The childminder has sufficient systems in place to record accidents and injuries. She shares with parents any first aid administered.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure the curriculum is challenging and stimulating for all children, and that it takes consideration of children's individual needs, interests and stage of development.	04/04/2023
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To further improve the quality of the early years provision, the provider should:

- enhance planning to support children to develop good levels of engagement and involvement in activities
- strengthen the curriculum for communication and language to support children with their growing vocabulary, with particular focus on modelling the use of good language and sentence structures.

Setting details

Unique reference number	EY403146
Local authority	Tameside
Inspection number	10265868
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 9
Total number of places	6
Number of children on roll	10
Date of previous inspection	19 October 2022

Information about this early years setting

The childminder registered in 2009 and lives in Ashton-under-Lyne, Tameside. She operates all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Suzanne Fenwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector took account of the partnerships with parents that the childminder discussed.

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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