

Childminder report

Inspection date: 24 January 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The childminder provides a welcoming and caring environment for children to learn through play. She is a nurturing figure that children go to for hugs and comfort, demonstrating they feel safe in her care. The childminder supports children to develop skills that aid their future learning, such as their listening and attention. As children make playdough she encourages them to notice the different smells and colours. This helps strengthen children's exposure and familiarity with unusual textures and ingredients. The childminder encourages children to squeeze and roll out the dough. This helps children to develop strong muscles in their fingers and hands needed for later writing. The positive impact of this is seen as children demonstrate good pencil control as they later create their own individual pieces of art.

The childminder ensures that children benefit from lots of opportunities to socialise with other children. This helps ensure that children become accustomed to sharing and taking turns, as well as learning to play in larger groups. These are vital skills needed to support their eventual move to school. The childminder also supports children's mathematical knowledge well. She consistently includes number in everyday activities. For example, she counts out the number of farm animals they play with. Children also learn to recognise the names of the animals, laughing as they mimic the noises the animals make.

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

- The childminder has made significant improvements to her practice since the previous inspection, and as such children now make good progress. She provides all children with a curriculum which is challenging. Children are actively engaged in their learning and focus for extended periods of time. They persevere and show their determination to succeed in activities which they find tricky. For example, they keep trying as they learn to build tall towers with blocks and accurately place inset jigsaw pieces in the correct place.
- The childminder obtains detailed information about children from parents, both before they start in her care and throughout their placement. She uses this to tailor activities and learning experiences around children's individual needs, interests and stages of development. This further strengthens children's engagement in their learning which, in turn, further supports them to make even greater progress.
- The childminder places great focus on strengthening the curriculum for communication and language. In order to support children with their growing vocabulary she now consistently models her speech well. She also positively models the use of good language and sentence structures. This ensures that children hear words pronounced correctly, which helps the accurate development

of their own early speech. She sings songs and reads stories to children regularly, which helps broaden their vocabulary by embedding new words through fun repetition. As a result, children's communication and language skills are developing well.

- The childminder provides children with some opportunities to be independent. For example, children select their own toys to play with, choose which books they want the childminder to read to them and make good attempts to help tidy up after play. Children carefully cut up their own fruit at snack times. However, at times, the childminder is too quick to do things for children, such as dressing them, assisting them in activities and managing their own personal needs. As a result, this inconsistency limits children's opportunities to practically apply the skills they develop during play.
- The childminder ensures that children's health is well-supported. She educates them about the importance of handwashing and eating healthily. Children benefit from lots of active outdoor play, both at local parks and in the childminder's garden where they play on wheeled toys. As a result, children develop a secure early understanding how to lead healthy lives, and why this is important.
- The childminder helps children learn how to regulate their emotions, and to behave respectfully and considerately to others. She helps children understand how to identify their emotions from a young age and how to express them in a safe manner. She sets children consistent rules and boundaries, which helps them understand what behaviour is expected of them. She acts as a good role model. As a result, children are polite and use manners with little prompting.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen practice to consistently support children to continually build on their independence skills.

Setting details

Unique reference number	EY403146
Local authority	Tameside
Inspection number	10279700
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 10
Total number of places	6
Number of children on roll	8
Date of previous inspection	7 February 2023

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 to 6pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- 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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