

Childminder report

Inspection date: 7 March 2023

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

Children settle well at this welcoming home-from-home setting. Children choose to build with bricks, carefully balancing them on top of each other. They joyfully clap their hands as the towers topple over. Children have close and loving bonds with the kind and caring childminder. Younger children climb onto her knee and smile as they cuddle in. Older children confidently have conversations with her, recalling past activities with enthusiasm. In the garden, children have lots of physical exercise. They ride on wheeled toys, roll, throw and catch balls. They have a great time climbing through hoops. They are thinking about shape, space, and size as they bend to fit through the hoop. The childminder wants children to progress. She joins their play, encouraging children to turn take and share. Children develop good social skills and play well together.

The childminder takes the children on outings. They enjoy trips to the library where they join in story and rhyme times, and they go to toddler groups where they meet friends. Children develop in confidence as they explore new environments. Children are encouraged to think about safety while playing. For example, older children are reminded to carefully scooter away from younger children. They show care, and are developing an awareness of safety. Children's behaviour is generally good. The childminder models positive behaviour and children are eager to do 'jobs.' For example, they take yogurt pots to the bin. Older children show a caring attitude to the younger children, they verbalise younger children's needs and are kind in sharing toys.

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

- The childminder has completed all mandatory training. She has identified learning to support her own professional development. The childminder is aware of the importance of updating her knowledge to further enhance her teaching skills and her provision.
- The childminder has a clear plan to support children to develop in readiness for school. She offers children a range of suitable activities to support their learning, and plans outings to give them new experiences. Children make progress in their learning.
- The childminder joins children as they play, and encourages their learning. For example, during play, she discusses the colour and shape of toys with children. She encourages children to use new language, describing their towers of bricks as 'huge' and 'tall.' Children develop their vocabulary.
- The childminder follows children's interests in planning activities. She knows children well and set appropriate targets for each child. However, sometimes, activities are focused on a favourite toy, and are not linked to the learning outcome. On these occasions, any learning is incidental rather than planned.

- Parents are incredibly positive about the care their children receive while at the childminder's. They describe the setting as 'welcoming and safe.' They enjoy hearing their children talk about their day. Parents feel well informed about their children's progress, especially in social skills and language development.
- Hygiene routines are followed well, with children being encouraged to complete tasks such as washing hands. Older children help to set the table and prepare fruit at snack time. This helps to develop their confidence and independence.
- The daily routine is well established, and older children have learned to anticipate what happens next, for example, washing hands before snack. However, children are not always engaged throughout the day, especially during transitions. During these times, younger children lose focus and they behave less well.
- Nursery rhymes are used well to encourage language development. However, sometimes, nursery rhymes are played as background music. This can make it difficult for children to concentrate on activities. On these occasions, children find it hard to hear instructions or to respond to conversations. They lose focus on the activity.
- Children enthusiastically recall traditional rhymes. Their faces light up as they talk about, 'The Three Little Pigs.' They tell the story as they walk over a bridge, pretending to be the, 'Billy Goats Gruff.' They are developing a love of stories and practising their recall skills.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of her role and responsibilities in keeping children safe from harm. She has secure knowledge of the signs and symptoms of abuse, and she knows what to do if she is concerned about the well-being of a child. She keeps her knowledge up to date with regular safeguarding training. The setting is secure and children can not leave unsupervised. Play areas are free from hazards and the childminder uses risk assessments throughout the day. The childminder holds a current paediatric first-aid certificate and understands how to administer first aid.

What does the setting need to do to improve?

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

- focus sharply on children's targets for learning during activities, so children make faster progress
- consider reducing background noise to enable children to listen, and focus on activities
- actively plan transition times in the daily routine, so all children remain engaged and involved.

Setting details

Unique reference number	EY418156
Local authority	Tameside
Inspection number	10280467
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 6
Total number of places	6
Number of children on roll	7
Date of previous inspection	21 August 2017

Information about this early years setting

The childminder registered in 2010 and lives in Droylsden, Manchester. She operates all year round, from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminder offers funded places for children aged two, three- and-four years of age.

Information about this inspection

Inspector
Lynn Richards

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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a planned activity.
- Parent feedback was considered by the inspector.
- The inspector viewed some documentation, including public liability insurance and the childminder's paediatric 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.

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