

Childminder Report

Inspection date

5 June 2018

Previous inspection date

22 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from a variety of engaging activities that generate lots of excitement and enthusiasm for learning. For example, children grow tomatoes, which they use to make fresh tomato pulp for their home-made pizzas.
- The childminder provides targeted support to children who have special educational needs (SEN) and/or disabilities. She works closely with their parents and other professionals. As a result, children make rapid progress in relation to their starting points.
- The childminder and her co-childminder work together effectively. They have successfully maintained a high-quality of provision and have a clear understanding of each of their roles. Consequently, children benefit from their strong teamwork.
- Children behave well and have formed strong relationships with their friends and the childminders. They play harmoniously and are eager to help with everyday tasks, such as preparing lunch. Children are sensitive and caring to children who have SEN and/or disabilities, which helps them feel valued and fully included.

It is not yet outstanding because:

- Although the childminder has ensured most suitability checks are completed for adult household members, one check is still outstanding.
- Children have fewer opportunities to develop an awareness of technology compared to other aspects of learning. This limits their opportunities to explore how technology can be used for particular purposes.

What the setting needs to do to improve further

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

Due Date

- ensure that all suitability checks are completed for adults living on the premises. 12/07/2018

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

- widen opportunities for children to learn about technology to help them recognise how it can be used for different purposes.

Inspection activities

- The inspector spoke to the childminder, her co-childminder and children throughout the inspection.
- The inspector assessed the quality of teaching in all age groups and the impact this has on children's learning.
- The inspector examined the child protection policies.
- The inspector discussed with the childminder how she evaluates her practice.
- The inspector viewed all areas of the premises where childcare is provided, including the garden.

Inspector

Patricia Graham

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder has kept up to date with all required training, such as paediatric first aid, which ensures children's safety in the event of an accident. The childminder is fully aware of procedures to follow if she has any concerns about a child's well-being. The childminder also ensures children's safety through effective risk assessments. Children have free-flow access to the indoor and outdoor environments, which are safe, secure and provide a wealth of learning opportunities. Partnership working is good. The childminder works closely with other settings that children attend, which provides continuity in their learning. She also works with other professionals and provides tailored support for children who need extra help. As a result, children make the best possible progress. The childminder also holds multi-agency meetings in her home, which minimises any disruption to the children's day.

Quality of teaching, learning and assessment is good

The quality of teaching is good. The childminder works collaboratively with her co-childminder to help children become confident and independent learners. This works incredibly well in practice. All children, including toddlers, initiate their own play, which supports their learning. For example, older children make good use of the mark-marking resources to create colourful designs for the allotment fencing. Toddlers practise their physical skills as they run freely in the garden, ride coupe cars and climb the pirate ship. Their safety is fully assured because the childminder is close by to support if needed. The childminder uses assessment well to inform planning for children's next steps in learning. The childminder takes responsibility for completing all progress checks for two-year-olds. These checks are informative and provide an accurate overview of toddlers' capabilities.

Personal development, behaviour and welfare are good

Children benefit from rich and valuable outdoor learning experiences. Children grow their own fruit and vegetables, which helps them to observe how things change over time. The childminder also teaches children through practical activities such as cooking. For example, children work together as they cut the wholemeal bread for lunch and proudly declare they have cut it into 'four quarters'. Children make their own pizza dough and select their home-grown vegetables for the topping. Their finished products are sprinkled with basil, which the children have grown from seed. Children's awareness of healthy eating is reflected in their behaviour. For example, they giggle and 'boo' when they go past fast-food outlets and they always select healthy options for their birthday tea.

Outcomes for children are good

Children with SEN and/or disabilities achieve well because of the intensive support they receive. Transitions into school are fully supported. The childminder ensures that children are proficient with their self-care skills. She takes children on visits to school and the 'going to school' board is used to give children opportunities to talk about their fears and ask questions. Overall, children make good progress in their learning and development. However, less emphasis is placed on supporting children's awareness of technology, which limits their opportunities to learn about technology.

Setting details

Unique reference number	EY425905
Local authority	Tameside
Inspection number	1137299
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	6
Number of children on roll	15
Name of registered person	
Date of previous inspection	22 April 2016
Telephone number	

The childminder was registered in 2011 and lives in Denton area of Tameside. The childminder operates all year round, from 7.30am to 5.30pm, Monday to Friday except for bank holidays and family holidays. The childminder receives funding for the provision of free early education for two-, three- and four-year-old children. The childminder works with her husband who is also a registered childminder.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

