

Childminder report

Inspection date: 23 May 2024

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 greet visitors with smiles, excitedly inviting them to join in their interactions. This shows they feel safe and secure. The childminder arranges her provision to enable children to access a wide range of high-quality resources that match their interests and stage of development. She considers the importance of building children's language and communication. For example, during play, the childminder helps young children to copy single words and offers older children new words. Children build their vocabulary and they make good progress with their speech.

All children are confident in exploring the childminder's home, both inside and in the garden. The environment provides lots of opportunities for children to explore. The childminder plans activities that follow the children's interests. This demonstrates that she values their opinion. The childminder makes sure that resources are accessible, which enables children to make independent choices in their play. Children demonstrate high levels of motivation and engagement.

The childminder has high expectations of children's behaviour. She creates a familiar routine, which helps children know what to expect next. Children listen and follow instructions. They use kind words when playing with their friends. They are also encouraged to use manners when expressing their needs. This helps to reinforce children's awareness of expectations.

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

- The childminder develops warm and nurturing relationships with the children. She spends time playing alongside them. The childminder also celebrates their efforts and achievements with praise as they play. As a result of this, children are confident, behave well and get involved in a range of experiences.
- The childminder has procedures in place for monitoring children's development. She uses information from parents and her own knowledge of child development to help identify gaps in learning. The childminder discusses these differences with parents promptly. However, the childminder does not always link fully with professionals who work with children to ensure that there are consistent learning goals in place. This does not fully support continuity in children's learning, to help ensure they make the best progress.
- The childminder takes children on lots of outings in the local community. They talk to different people and create pictures for adults with disabilities. Children are learning about similarities and differences between themselves and others. These meaningful experiences also help children to develop their social skills and learn the importance of inclusion.
- Children have positive attitudes to learning. They are keen to take part in the

adult-led activities and engage well during free-play time. Children concentrate intently as they play a colour and counting game with the childminder. They roll the dice and take turns. Children are eager and motivated learners. However, occasionally, the childminder does not differentiate learning for children to successfully develop important mathematical skills. For example, children have limited opportunities to become confident counters. This does not help to build on their early mathematical knowledge.

- The childminder has made links with the local school and Reception teacher, which helps to prepare children for school. The childminder also shows children photos and videos of their new school. This helps to create an effective transition to Reception and positively supports children's well-being.
- The childminder supports children to develop a love of books. Children enjoy snuggling up with the childminder to look at their favourite stories. They know some stories well and predict what will happen next. Children demonstrate good listening skills and develop a good awareness of early literacy.
- Parents talk positively about the care and education the childminder provides. They say their children love attending and thrive in the childminder's care. Parents describe her as a patient and exceptionally caring childminder, who makes learning fun. Parents value the individual support and guidance the childminder offers them and their family. This has a positive impact on their children's care and learning.
- The childminder carries out risk assessments and daily checks of her home. This helps to ensure that her premises are safe for children to play in. The childminder supervises children at all times, which ensures children are kept safe.
- The childminder promotes the use of polite words, such as please and thank you. This teaches children good manners and helps them to understand expected behaviours.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture which 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:

- liaise more closely with other professionals and agencies, to further support and provide continuity in children's learning and development
- sequence the curriculum more effectively so that children learn and embed their early mathematical skills.

Setting details

Unique reference number	EY425905
Local authority	Tameside
Inspection number	10335107
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 8
Total number of places	12
Number of children on roll	10
Date of previous inspection	5 June 2018

Information about this early years setting

The childminder registered in 2011 and lives in Denton, 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.

Information about this inspection

Inspector
Stacey Wendrenski

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 childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- 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.
- Children communicated with the inspector during the inspection.
- 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 inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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