

Childminder report

Inspection date: 6 July 2022

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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are settled and happy at this delightful setting. The childminder prioritises building children's emotional well-being and confidence, particularly due to the COVID-19 pandemic. She takes children to play centres where they can mix with other children and develop their social skills. Children show that they are comfortable and secure in the childminder's care. For example, they snuggle close to her while listening to a story.

Children have positive attitudes towards their learning. Their eagerness to play fills the air. Children enthusiastically talk to the childminder and to their friends throughout the day. They develop their imaginations while playing in the tent, pretending to make ice cream. Children asked the inspector, 'Do you want an ice cream?', and passed him 'a rainbow ice cream'. They told their friends to be 'quick, before it melts'. Children recognise numbers during their play. They use their small-muscle skills while using pens and while holding paintbrushes to paint pictures. Outdoors, children use whisks to mix soil and water into mud. They get the water from the tap and transport this to where they are playing, showing good large-muscle skills and hand-to-eye coordination.

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

- The childminder is passionate about helping children to become independent learners who are confident in their abilities. Her self-evaluation includes the views of children and parents. This helps the childminder to continually improve, for example by creating exciting outdoor areas where the children can learn.
- Children, including those with additional funding, make good progress. Overall, they access a curriculum which builds on their prior knowledge and follows their interests. For example, children are excited to play with mud and natural objects after listening to the story of 'Bog Baby'. Children explore which objects float and those which sink. However, the childminder does not always further support and extend children's learning, such as their understanding of new concepts and acquisition of vocabulary.
- The childminder promotes children's literacy development well. Children access a good range of books. They listen to stories with interest. This helps to foster children's love of reading and their growing imaginations. Children learn to recognise the first letters in their names.
- Overall, children behave well. They are confident and show curiosity towards visitors. For example, children eagerly asked the inspector what his name was. They play well with their friends and show that they are kind and caring. That said, the childminder does not always make her expectations for children's behaviour consistent or clear. For example, she asks children to use 'inside voices' and not to run while indoors, but she sometimes allows them to do this.

As a result, children do not always follow the childminder's instructions.

- The childminder provides children with healthy and nutritious foods, such as breadsticks, apples and watermelons. They comment that the food is 'very tasty'. Children have many opportunities for physically active play in the outdoor area and on trips, such as walks around the local area.
- In the main, the childminder promotes children's growing independence well. For example, children put on their own wetsuits in readiness for outdoor play. They help to set the table at lunchtime. However, the childminder does not consistently enable children to do things for themselves, of which they are capable. For example, she puts their aprons on for them. She washes and dries their hands for them after outdoor play and again before lunchtime. This does not fully promote children's self-care skills or their personal development.
- Partnership working is strong. The childminder establishes links with the schools that children move on to, helping to support continuity in their care and learning. Parents report that their children 'come on in leaps and bounds' and are 'full of excitement' after their daily 'adventures' with the childminder. They value the communication about their children's care, learning and development. Parents comment that they 'could not ask for a better childminder'.

Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust procedures are followed to ensure that all adults living in the premises are suitable to be around children. The childminder understands the steps to follow in the event of an allegation against herself or another household member. She completes safeguarding training and keeps her knowledge up to date. The childminder knows how to keep children safe and protected from harm. She knows the local referral procedures to follow if children's welfare was of concern. The childminder has a broad understanding of safeguarding issues, such as neglect, forced marriages and trafficking.

What does the setting need to do to improve?

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

- strengthen interactions with children, to further support and extend their learning and acquisition of vocabulary
- make expectations regarding children's behaviour clearer and apply these consistently
- promote children's personal development more fully, by allowing them to develop their self-care skills and independence to the highest level.

Setting details

Unique reference number	EY430666
Local authority	Tameside
Inspection number	10129110
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 7
Total number of places	6
Number of children on roll	10
Date of previous inspection	17 August 2015

Information about this early years setting

The childminder registered in 2011 and lives in Tameside, Manchester. She operates Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7am to 5.30pm. The childminder holds an early years qualification at level 6. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

David Lobodzinski

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 childminder and has taken that into account in his evaluation of the setting.
- The childminder and the inspector had a tour and learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- An observation of an activity was completed, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children, at appropriate times during the inspection.
- Parents' views were obtained by the inspector, by written comments and a telephone conversation.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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