

Childminder report

Inspection date: 3 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 enjoy their time with the childminder. She has created a welcoming home-from-home environment. The children have lovely relationships with the childminder. For example, they invite her to play alongside them and climb on her knee to have a cuddle. The childminder gathers detailed information about children and their families as part of the initial settling-in process. She finds out about children's routines and developmental achievements. The childminder uses this information in addition to her own observations to plan for the children's next steps in their development. For example, children who are showing an interest in counting are provided with opportunities to practise their counting skills. They use an abacus to count the beads. Children successfully count to 10. The childminder models counting to higher numbers to encourage children to develop their counting skills.

Children are supported to adopt healthy lifestyles. The childminder reminds children to wash their hands before having snack. Children also ask for 'sanitiser' during play if they need to freshen their hands. They wipe the table before having their snack, and they prepare their own sandwiches. The childminder supports children to butter their own bread and add their chosen fillings. Children are reminded of how to use their knife safely when cutting their sandwiches. This supports children to develop their independence.

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

- Parents are complimentary about the childminder. They say their children enjoy their time in this setting. Parents say that communication is effective, both electronically and verbally. Parents compliment the childminder on her behaviour management, which is something they adopt in their home to ensure consistency for their children. Parents say that the food and snacks provided are healthy. The childminder feels she has good parent partnerships, and this helps to provide consistent care for the children. However, she does not always guide parents on how they can enhance children's next steps in learning at home to further promote children's development.
- Children follow instructions and respond positively to the childminder's gentle reminders of the rules and her expectations. Children say 'please' and 'thank you' and have respect for the childminder and the resources. The childminder uses a 'reward tree'. She gives children leaves with positive comments about them and their behaviour so they can add them to the tree. As a result, children behave very well.
- The childminder communicates with children effectively. She ensures she models the correct pronunciation of words in order for children to hear how words should sound. The childminder reads books to children and encourages them to

help tell the story. During play, the childminder asks questions to encourage children to communicate with her and build their vocabulary. For example, while playing with the kitchen, the childminder asks how the children will make ice cream. The children say, 'Shall we scoop it?' The childminder encourages children to have a go. As a result, children are making good progress with their communication and language development.

- The childminder's curriculum follows children's interests to engage children. The childminder is clear on what she wants children to learn next. The childminder plans activities that ignite children's curiosity. For example, children enjoy using their imaginations in the role-play area. The childminder encourages the children to count how many pieces of cake they need for the dolls. Children count the slices and give each of their dolls a piece as well as the childminder and inspector. As a result, children are developing their mathematical skills.
- Children have lots of opportunities for fresh air and exercise. The childminder regularly takes children on outings. Children enjoy walks in the local woodland area and parks and going to toddler groups. They look forward to going to the local school to pick up children who attend the childminder's setting after school. The childminder teaches children the importance of holding her hand and also about road safety. This helps children gain an understanding about their community and how to keep themselves safe.
- The childminder understands the importance of professional development. She meets with other childminders regularly and shares ideas in order to reflect on her own practice. She regularly accesses courses to build her knowledge and enhance her teaching. The childminder reflects on how the training she completes impacts on her practice. This helps to improve outcomes for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to safeguard children. She has a good understanding of the local reporting procedures she must follow should she have any concerns about a child's welfare or of other professionals. The childminder understands the requirement to notify relevant agencies of any allegations against herself. She keeps her safeguarding training up to date. The childminder is qualified in paediatric first aid. She ensures that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- strengthen partnerships with parents by supporting them to extend their children's learning at home.

Setting details

Unique reference number	EY437600
Local authority	Tameside
Inspection number	10260137
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	5
Date of previous inspection	27 July 2017

Information about this early years setting

The childminder registered in 2011 and lives in the Ashton-under-Lyne area of Lancashire. She operates all year round, from 7.30am until 5pm, Monday to Friday, except for family holidays and bank holidays.

Information about this inspection

Inspector
Kate Martin

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 her evaluation of the childminder.
- Parents shared their written views with the inspector, who took account of their comments.
- The inspector carried out a learning walk with the childminder. They discussed the learning environment and how the curriculum is organised.
- Documentation was looked at by the inspector, including children's records, safeguarding policies and the childminder's training certificates.
- The inspector observed the childminder interacting with children during care routines and play activities. The inspector assessed the impact these interactions have on children's well-being and development.
- The inspector completed a joint evaluation of an activity with the childminder.

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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