

Childminder report

Inspection date: 3 April 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

The highly qualified childminder provides a homely environment where children develop confidence and self-esteem. The childminder takes time to get to know children well during flexible settling-in sessions. This means she knows what children like and how to motivate them to learn. The childminder's curriculum for literacy is ambitious. For example, she reads children's favourite books to them. She listens to their requests to sing preferred songs and enhances the experience as they watch the televised version of the story together. Children select books independently and enjoy looking at the illustrations. The childminder is enthusiastic in her story telling. Children join in repeating familiar phrases. This means children develop a keen interest in reading in preparation for school.

Children show from their beaming smiles and the friendly interactions with the childminder that they are completely at ease and feel safe in her care. The childminder teaches children about kindness and compassion. For example, children take care of the pet hamster. They check that the small animal is able to run around safely in the hamster wheel. Older children thoughtfully share fresh fruit with younger children and tell them it is their turn to have a go during activities. Young children relish the opportunity to find a centipede or a spider during a lively bug hunt. Overall, the childminder teaches children about positive behaviour. She provides plenty of praise which helps children to learn right from wrong. Children are encouraged to share toys and equipment with their friends.

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

- The childminder keeps all mandatory training updated and identifies her individual training needs. The childminder leads a playgroup where she is able to speak with her childminder peers. This helps her to keep abreast of any changes to early years practice. The childminder uses the new knowledge gained to make improvements to the provision. This has helped her to maintain a good standard.
- The childminder monitors children's progress which means she has a good understanding of children's knowledge and skills. The childminder uses what she knows about each child to identify appropriate next steps in learning. However, sometimes the childminder does not implement the intended curriculum so that children learn what they need to learn right now. This is more evident in how she supports children's communication and language. The childminder occasionally uses incorrect vocabulary during her interactions with children. Children learn some inaccurate pronunciation of words. The childminder does not always provide children with sufficient time to practise their speaking. Nonetheless, children are developing their language skills and make good progress ready for future learning.
- The childminder helps to broaden children's experiences and promotes an

understanding and respect for people and communities beyond their own. For example, children learn about other cultures and skilfully use scissors to make Chinese dragon cuttings. The childminder takes children to local play centres, the park and to the farm. During these trips children socialise and the childminder teaches them about road safety. This contributes towards children's awareness of how to stay safe in preparation for life in modern Britain.

- Partnership with parents is strong. Parents are complimentary about the personalised care and close attention that children receive. They say their children do not want to leave. Parents are informed about children's achievements and progress. They are extremely happy that the childminder acts on their suggestions to support children's learning and care. This provides consistency in supporting children's development.
- The childminder is cheerful and supportive and children are encouraged to be gentle, take turns and listen to others. However, the childminder does not always ensure that the strategies used for promoting positive behaviour are consistently applied and shared with parents. This sometimes leads to confusion and children not understanding the expectations of behaviour. That said children's behaviour is good overall, in relation to their developmental stage.
- Children are becoming very independent. They make choices from exciting resources in the playroom and are secure because know the routines well. Children help themselves to fresh drinking water and independently butter a slice of toast for breakfast. The childminder promotes children's physical health effectively. For example, she provides opportunities for active play and children jump rigorously like rabbits. Hygiene routines are fully understood by the children, such as wiping their hands before eating snack and taking their shoes off on arrival.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that 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:

- implement the intended curriculum consistently, particularly regarding communication and language and help children to make the very best progress in their speaking
- review and strengthen the strategies used for promoting positive behaviour so that they are consistently understood and applied and children gain more understanding of acceptable behaviours.

Setting details

Unique reference number	EY461995
Local authority	Tameside
Inspection number	10336204
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 February 2019

Information about this early years setting

The childminder registered in 2013 and lives in Audenshaw. She operates all year round from 7.30am until 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- This was the first routine inspection the provider 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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector and childminder discussed the intent of her curriculum.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as training certificates. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of her household members.
- Children were spoken to when appropriate.
- Parents shared their views with the inspector

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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