

Childminder report

Inspection date: 9 December 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

The childminder demonstrates high expectations for her own performance and for the progress of the children. She is a fluent speaker of French and skilfully incorporates this into her teaching. For example, the childminder translates familiar songs such as 'Heads, shoulders, knees and toes' into French. Therefore, children learn from an early age that people use different languages to communicate.

Parents describe the childminder as a 'caring person' who strives continuously to make sure that children are safe and content. They say that children are always pleased to see the childminder and look forward to attending her provision. Parents comment that children learn many songs and read lots of stories at the provision. They say that the childminder helps children to develop a keen interest in books.

The childminder expertly promotes children's active participation in the wider community. Children behave well. The childminder teaches them to be caring and respectful of other people. This is demonstrated well by the childminder's regular outings with children to take food to the food bank. Children learn that the food is for local people who cannot afford everything they need and may be hungry.

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

- The childminder focused successfully on her own professional development after the last inspection. She has extended her knowledge and understanding of children's communication and how they learn to speak. For example, the childminder trained to teach sign language and incorporates some gestures into her spoken interactions with children. This helps children to understand and remember the words that they hear.
- The childminder plans exciting outings that extend children's knowledge of the world effectively. She uses photographs to help children to remember the outings. This promotes children's sense of time and their ability to recall events. The childminder ably links the outings to the engaging experiences that she plans for children in her home. This is demonstrated at Christmas. The childminder takes children to the post office and they learn about posting parcels and cards. She extends the experience into role play that reinforces and extends what children have discovered. Children write cards and wrap parcels. They learn, for example, that the address tells the postal worker where to deliver an item. Therefore, children begin to understand the purposes of writing.
- The childminder establishes and teaches consistent rules and boundaries. This helps children to develop self-control from an early age. For example, two-year-old children want to make pancakes. The childminder says that they will make them later, when everyone is back from school. Children ask several more times. The childminder's response is the same each time. She then does what she has

said she will do and makes pancakes with all the children after school. This teaches children to accept and respect adults' decisions. They learn to be patient and begin to manage their feelings and impulses.

- The childminder playfully encourages children to use the potty or toilet. She praises children for trying to do a wee and celebrates their achievement with them when they succeed. This means that important learning feels pleasurable and rewarding. Therefore, children make rapid progress and become independent in matters of personal hygiene. Children learn habits that contribute to their safety. For example, they remain at the table until they have chewed and swallowed all of the apple slices.
- Children are eager learners. They participate enthusiastically in self-chosen activities. For example, children ask to play with a magnetic fishing game. They stand really still and concentrate hard until the swinging magnet connects with the fish that they want to catch. This promotes children's balance well. The childminder's spontaneous teaching is good. For example, she helps children to read the numerals on the fish and to count up how many have been caught. This generally helps to promote children's early numeracy and literacy. However, on occasions, the childminder does not always consider what children already know and need to learn next.
- Parents feel well informed about activities and children's development. When children move to new settings, the childminder shares information about their progress and individual needs. This helps to promote continuity in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows what to do if she believes that a child may be at risk of harm. She trains her assistant to understand and follow her provision's procedures for child protection. The childminder establishes and implements clear procedures that help to promote children's welfare. This is demonstrated when she seeks information from parents about children's health before they attend her provision. For example, she finds out about children's allergies to particular foods and caters safely for them. The childminder demonstrates a strong understanding of data protection. She keeps children's and parents' confidential information safe. She shares it only with those who have a right or valid reason to see it.

What does the setting need to do to improve?

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

- focus teaching even more on what children need to learn next.

Setting details

Unique reference number	EY462906
Local authority	Tameside
Inspection number	10075460
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 6
Total number of places	8
Number of children on roll	6
Date of previous inspection	1 March 2016

Information about this early years setting

The childminder registered in 2013 and lives in Stalybridge. Her provision operates all year round, Monday to Friday from 6am to 5pm, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. She occasionally works with one assistant.

Information about this inspection

Inspector

Susan King

Inspection activities

- The inspector made a tour with the childminder of the parts of the premises used for childminding. She discussed with the childminder how risks to children's safety are minimised.
- Parents had provided written feedback about the provision. The inspector read and took account of this.
- The inspector observed and evaluated children's play and learning. She spoke with children and the childminder as appropriate throughout the visit.
- Relevant documents were read and discussed. For example, the inspector checked the registers of attendance for the children currently on roll at the provision.

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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