

Childminder report

Inspection date: 18 November 2019

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

The provision is good

The childminder is very experienced, having cared for children for many years. She has addressed all prior areas of concern from the last inspection. For example, she has reviewed her teaching environment and how she assesses risks. In addition, she makes sure that she is always within sight or sound of children to ensure their safety.

The childminder has created a stimulating and inviting playroom, where children are free to explore and lead their own play. The environment is carefully considered. For example, the childminder has placed a gazebo in the garden, which provides cover for children as they extend their learning in the outdoors. Children have built secure attachments with the childminder. For example, children giggle with delight as they sit on the childminder's knee and listen to a story. Children are settled and demonstrate they are safe and happy. The childminder supports children's learning well and children are prepared for future learning. However, there are times during the day when children's communication could be supported further.

The childminder has high expectations for all children. She consistently encourages children and praises them for their achievements. As a result, children's behaviour is good. The childminder promotes sharing and turn taking and using manners. Children listen carefully and are familiar with routines. For example, children remove their uniform independently and get changed into their own clothes after being collected from school nursery. The childminder works with other professionals. However, information sharing with other professionals who share the care of children is not always consistent.

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

- The childminder offers imaginative learning experiences that support all areas of learning and give children the cultural capital they need for future success. For example, children explore Chinese New Year through using public transport to visit a local Chinatown. They develop their imaginations as they paint dragon pictures and taste a range of Chinese food. In addition, they use chopsticks within their play, which supports children's physical development.
- The childminder identifies children's interests and carefully considers how she can incorporate these into activities. For example, a child who has a deep fascination with aeroplanes is taken on an outing to the local airport viewing area to observe aeroplanes. The childminder engages children well in their learning. The childminder talks with children and models language. However, there are times during the day when she could speak further with children to extend their developing language skills.

- Care practices are good. The childminder understands children's individual needs well, which has a positive impact on children's well-being. For example, she cuddles children who need a little reassurance and ensures children have their favourite blanket from home before going to sleep. She works with parents to offer a consistency of care, for instance when supporting children to develop their self-care skills.
- The childminder works with other professionals. For example, she regularly meets with another childminder and her children so that both groups can go on outings together. This allows children to meet different people and gives them a wider circle of friends. The childminder shares information with teachers when children move to school. However, consistent information about children's changing needs is not always shared with other professionals who also share the care of children.
- Partnerships with parents are in place. Parents are invited to be part of the processes of ongoing assessment. The childminder actively seeks the views of parents to identify areas she could develop further. Parents are complimentary about the service. For example, they comment, 'My child is always happy when I collect him,' and, 'Our child feels relaxed and has fun.'
- The childminder reviews her knowledge and looks for opportunities for continued professional development. She attends training opportunities, enjoys further reading, shares practice with other childminding professionals and receives visits from a local authority adviser.

Safeguarding

The arrangements for safeguarding are effective.

The childminder regularly refreshes her safeguarding training. She understands the referral processes she would carry out if she had concerns about a child's welfare. The childminder understands possible signs and symptoms of child abuse. She also shows awareness of the 'Prevent' duty, should children be influenced by radical views. The childminder carefully considers children's safety. For example, during outings, she ensures children hold on to the buggy and do not walk on the side near to the road. In the home, she conducts risk assessments which help her to ensure children's safety at all times.

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 other providers, who also share the care of children, in order to provide a consistency of care for children
- model language and talk with children throughout the day, so that children's communication and language skills can be further supported.

Setting details

Unique reference number	312255
Local authority	Tameside
Inspection number	10114973
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 June 2019

Information about this early years setting

The childminder registered in 1993 and lives in the Dukinfield area of Tameside. She operates all year round, from 7am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder has an appropriate qualification at level 3.

Information about this inspection

Inspector

Elisia Lee

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities and evaluated the impact this has on children's learning.
- A tour of the setting was carried out. The inspector viewed the indoor and outdoor environment and the resources available for children to support their learning and development.
- Discussions with children, parents and the childminder were carried out by the inspector during the inspection. The childminder explained how she plans for children's learning.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.
- A sample of documentation was scrutinised by the inspector, including children's development records, processes of assessment, a sample of policies and procedures and training records.

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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