

# Childminder report

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Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Met
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## What is it like to attend this early years setting?

### The provision is good

The experienced and friendly childminder welcomes children to her home. She takes account of their interests when she plans activities. For example, children are interested in animals and the childminder reads books to them that are about zoo and farm animals. This helps children to make good progress and they continuously add new words to their vocabulary. In addition, children find out more information about animals and food production when the childminder takes them on outings to a farm.

Parents and carers say that they trust the childminder to keep their children safe. They praise her for the healthy food she provides. Parents comment that the childminder communicates effectively with them. This is demonstrated when children arrive at the provision. The childminder asks about what children have already eaten and drunk today. This helps her to plan their individual meals and snacks. The childminder is a calm and reassuring role model. She establishes consistent rules and routines, and this helps children to feel secure. Children behave well and are independent. For example, they demonstrate helpful behaviour when they join in with tidying up the toys before lunchtime.

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

- The childminder promotes children's early literacy effectively. Children like reading books with her. They eagerly lift flaps on the pages to discover which animals are hiding under them. Toddlers begin to join in with repeated words and phrases. This helps to promote their spoken communication. The childminder teaches children to turn one page of the book at a time. This helps them to understand that stories have a beginning, middle and end. Furthermore, they begin to remember the order of events in familiar stories. The childminder shows children that printed words are a form of communication. For example, she stores some toys upstairs and has created a list for children to select the toys that they want to play with.
- The well-organised childminder evaluates her provision. She reviews her procedures and checks that they meet the statutory requirements of the early years foundation stage. For example, the childminder makes sure that the information that she holds about children and families is kept securely.
- The childminder plans activities that contribute to children's good health. For instance, they often visit a nearby park. Children run fast and get out of breath. They learn that exercise helps them to stay fit and healthy.
- Children learn that other people and communities may have views and beliefs that are different to their own. The childminder encourages children to accept and value the ideas and preferences of others. Parents comment that children form positive relationships with the childminder and the children who attend her

provision. Children go on local outings with the childminder. She teaches children to interact politely with the people that they meet, such as when they buy things at the local shop.

- Overall, the childminder understands how children learn. Children explore and investigate. For example, they make round patterns on a magnetic drawing board and then discover how to make them disappear. This helps children to learn about cause and effect and to operate simple technology. However, on occasion, the childminder interrupts children's exploration and investigation before they have had time to try out their own ideas.
- Children express their imagination and knowledge of the world when they participate in well-resourced role play. This is demonstrated well when children play with baby dolls. They hold the dolls with care as they gently lift them into the pushchair for a sleep. Children confidently put a toy stethoscope to their ears and pretend to listen to a doll's chest and back.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes training that refreshes her knowledge of child protection. She updates her procedures to keep them in line with those of the local safeguarding children partnership. The childminder knows how to report concerns that a child may be at risk of harm. She knows what to do if an allegation is made against herself or a member of her household. The childminder identifies and minimises risks to children's safety. For example, she gathers information about children's allergies to foods and ensures their individual needs are met.

## **What does the setting need to do to improve?**

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

- give children more time to explore and investigate the things that interest them.

## Setting details

<b>Unique reference number</b>	311976
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10132568
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	0 to 9
<b>Total number of places</b>	9
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	18 May 2015

## Information about this early years setting

The childminder registered in 1974 and lives in Stalybridge. Her provision operates Monday to Friday all year round from 7am to 6.15pm, except for bank holidays and family holidays.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- The inspector and the childminder discussed an outline plan for the inspection visit.
- Children's play and learning were observed by the inspector. She discussed children's progress and development with the childminder.
- The inspector interacted with children as appropriate. For example, she spoke with them about the animals in the book.
- The inspector took account of the feedback that parents and carers had provided.
- A sample of the documents used in the provision was read and evaluated by the inspector. For example, she discussed the childminder's records of the medication that she administers to children and checked evidence of suitability.

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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Manchester  
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