

Childminder report

Inspection date: 13 January 2022

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 are confident and happy learners. They play happily with their friends, constructing complex train tracks and building models. They compliment each other on how well they have done. Due to the impact of the COVID-19 pandemic, the childminder is providing children with additional support in relation to their social and emotional development. Children's language skills are developing well. As they explore blocks of ice, children discuss the temperature and texture of the ice. They have fun as they make predictions about what will happen to the ice in the warmth of the childminder's home.

Children feel safe. They are polite and well mannered. With the support of the childminder, young children are learning to manage their own behaviour and feelings. They cooperate well with each other as they share and take turns. Children willingly help with familiar routines such as tidying up after an activity which supports their growing independence.

Children learn how to be considerate of animals because they spend time with the childminder helping her care for her pet dogs. They develop an awareness of their local area through visits to the local library, shops and playgroups. Children's physical development is fostered through daily play in the childminder's garden and trips to the local parks. They develop their coordination and balance as they manoeuvre wheeled toys and play on slides and climbing frames.

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

- The childminder provides children with support to develop their communication and language skills effectively. She talks, sings and reads to the children throughout the day. The childminder introduces a wide range of vocabulary which stirs children's imagination and creativity. She asks children questions and gives them sufficient time to respond so they can express their ideas and opinions. As a result, young children speak clearly and fluently using complex sentences. For example, they create imaginary scenarios saying 'a dinosaur has eaten my knee' as they hop around the room. However, occasionally, the childminder does not always pronounce words correctly. This does not fully support children to develop the correct vocabulary.
- Children are keen to become independent and do as much for themselves as possible. They understand the importance of washing their hands before eating and after stroking the dogs and manage this with little support. They develop their fine motor skills well, completing intricate tasks such as untying shoelaces, putting their shoes on the correct feet and zipping up their own coats. The childminder actively encourages children to do these things for themselves and gives them time and space to reason things out for themselves.

- The childminder understands what children know. She has a secure knowledge of what children need to learn next. Most play materials are, in the main, readily available to encourage children to make independent choices about their play and support the development of the skills they need. However, resources such as books, pencils and paper are not always within easy reach of the children to allow them to develop their literacy and creative skills.
- The childminder is particularly good at working in partnership with parents. She shares information daily on children's interests and achievements. The childminder provides parents with ideas of how to extend their children's learning at home. She knows her children's families well and goes the extra mile when additional support is needed. These nurturing relationships positively aid children's developmental needs. The childminder works well with other agencies to ensure that children receive the support they need in a timely manner. The childminder also seeks the views of parents to enhance the quality of care provided. This partnership working and quality of education that the childminder provides ensures that all children are progressing well from their starting points.
- The childminder provides children with an extensive range of healthy home-cooked meals which are nutritionally balanced. She talks to children about why certain food choices are good for them. This helps them learn about making positive food choices in the future. As a result, children's health is well supported.
- Children celebrate a range of religious and cultural festivals to help them learn about different communities and people. Children experience new cuisines and read books about different events with the childminder. Children also visit local playgroups where they have opportunities to socialise with others and extend their learning. They help prepare children well for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has undertaken recent safeguarding training. As a result, she has a sound awareness of the signs and symptoms of abuse or neglect and the procedure to follow should she have concerns for a child. She understands the procedures to follow if an allegation is made against herself or a household member. The childminder previously failed to notify Ofsted of significant events that may affect the suitability of a household member. She now has a clear and in-depth knowledge of her responsibility to inform Ofsted in the future. The childminder ensures that children are supervised when eating which keeps them safe from the risk of choking. The home environment is secure and free from any undue risk.

What does the setting need to do to improve?

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

- consistently model the correct pronunciation of words to further develop children's speech and language
- arrange resources to enable children to access all areas of the curriculum more independently.

Setting details

Unique reference number	EY376292
Local authority	Tameside
Inspection number	10210188
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	0 to 11
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 November 2018

Information about this early years setting

The childminder registered in 2008 and lives in Stalybridge. She holds a relevant early years qualification at level 2. She operates all year round, from 7am to 5.30pm on Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Richard Sutcliffe

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 their evaluation of the childminder.
- The inspector took account of the views of some parents through written feedback they had provided.
- The childminder and inspector completed a joint observation together.
- The inspector reviewed a range of documentation relating to suitability and training.
- The inspector observed the quality of the childminder's teaching and interactions with the children. He considered the impact this has on children's learning.

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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