

Childminder report

Inspection date: 17 February 2023

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 childminder creates a happy and relaxed environment for children. Children enjoy spending time with the childminder and with their peers. They are happy and settled here. Children are confident communicators. They are excited to explore their environment and tell the inspector the activities they enjoy doing here. Children show good levels of concentration as they sort the zoo animals into different enclosures. They listen carefully to the animal noises and work out which animals are at the zoo today. The childminder extends children's vocabulary as she plays with them. She teaches them the names of different animals, such as 'okapi', and talks about the special features of the animal. The childminder has created close bonds with children. Children demonstrate that they feel safe and secure here.

The childminder has high expectations of children. She is a positive role model. The childminder encourages children to use good manners and to share the toys and resources. Children behave very well. They giggle with delight as they use tweezers to place balls onto a toy caterpillar's legs. Children are kind and caring to each other. For example, they say 'well done' when their peers succeed with activities.

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

- The childminder provides a broad and balanced curriculum. She knows what children can do and what they need to learn next. Children make good progress. The childminder regularly speaks to parents about children's development. However, the childminder does not consistently share information about children's learning with other settings children attend to provide further continuity in their learning.
- The childminder promotes children's physical development well. Children have plenty of opportunities to run around in the childminder's garden. They climb up the steps on the slide and learn how to use the swing by themselves. This helps to build up children's large-muscle movements. Children use their hand-to-eye coordination to put the dolls in different dresses. They make marks as they paint and draw on magnetic boards. This helps to strengthen children's small-muscle movements.
- Children behave very well. They listen attentively to the childminder's instructions and follow them well. Children readily share the resources. They take turns to zip the toy animals into the carry case and take them to the vets. Children are motivated to learn. They become engrossed as they take turns to find objects to complete their shopping lists. The childminder praises children for the excellent behaviour. This helps to build up their self-esteem.
- The childminder promotes children's mathematical development well. She encourages children to recognise colours and shapes with the toys children are

playing with. The childminder encourages children to count how many fish they can see in the fish tank. This helps children to develop their mathematical knowledge.

- The childminder teaches children about different festivals. She helps children make bird feeders and they learn to recognise different birds in the childminder's garden. Children help to plant sprouts in the childminder's garden and watch the caterpillars feed on them. These opportunities help children learn more about the wider world.
- Parents are happy with the service the childminder provides. They praise the childminder for the fun activities she plans for children and comment that children 'adore coming here'. The childminder accesses courses to ensure that she keeps mandatory training up to date.
- The childminder provides opportunities that promote children's growing independence. For example, she teaches children to wipe their own noses. However, the childminder does not always teach children to take responsibility for their environment. For example, children do not always tidy the toys away when they have finished playing with them. This sometimes results in the childminder tidying up for children.
- Children have daily exercise and fresh air. The childminder ensures children have nutritional and healthy food. She talks to children about healthy food choices and why they are good for our bodies. This helps to promote a healthy lifestyle.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs that may indicate a child is at risk of harm. She is aware of the procedures to follow should she have a concern about a child in her care. The childminder understands her duty to be vigilant to possible indicators that a child may be at risk of being drawn into extremist behaviours. She completes safeguarding training to ensure her knowledge is up to date. The childminder teaches children about road safety when they walk to complete school drop offs and collections. Children learn how to cross roads safely. They are supervised well in all areas of the premises.

What does the setting need to do to improve?

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

- strengthen the communication with other settings children attend to provide continuity in children's learning
- consider further ways to support children's emerging independence, in order to help them learn some age-appropriate responsibilities.

Setting details

Unique reference number	312155
Local authority	Tameside
Inspection number	10276509
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 8
Total number of places	6
Number of children on roll	9
Date of previous inspection	19 July 2017

Information about this early years setting

The childminder registered in 1997 and lives in Stalybridge, Cheshire. She operates all year round from 7.30am to 4.30pm, on Mondays, Tuesdays, Wednesdays and Fridays except for bank holidays and family holidays.

Information about this inspection

Inspector

Olivia Barnes

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. She has taken that into account in her evaluation of the setting.
- The inspector looked at relevant documentation and evidence of the suitability of adults living on the premises.
- Parents' views were taken into account by written feedback.
- The inspector spoke to the childminder and the children at convenient times throughout the inspection.
- The inspector observed the quality of education being provided. She assessed the impact these activities had on children's learning.
- The inspector discussed with the childminder how the curriculum is planned and implemented.

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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