

# Childminder report

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Inspection date: 9 March 2023

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and confident at the childminder's home. They demonstrate close personal relationships with each other and the childminder. The childminder is warm and attentive to children's care needs. She provides cuddles and reassurance to support children's emotional well-being. Children feel safe and secure as they have made strong attachments with the childminder.

Children learn how to share, and they display good social skills at a young age. For example, when they play with toy cars, the childminder explains when it is their turn to release a car down a toy garage ramp. She praises their positive behaviour as they play together and take turns. The childminder models how to speak kindly and politely and has high expectations for children's behaviour. As a result, children actively help to tidy away their toys throughout the day.

Children learn to be independent as part of the daily routine. The childminder encourages children to 'have a go' for themselves as they peel fruit for snack time or select shapes they need for their shape sorting game. She praises children when they persevere with the tasks they find difficult. This encourages a positive attitude towards learning.

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

- The childminder knows the children well. She takes detailed information from parents to help her to assess children's starting points. She continues to carry out progress checks in a timely manner to ensure that children are making good progress in their development. This also allows the childminder to plan children's next steps in learning effectively.
- Children listen attentively as the experienced childminder reads stories with expression to gain their engagement. They excitedly lift flaps, turn pages and name characters from the illustrations. The childminder models the pronunciation of unusual words, such as 'escape'. Children repeat the words back to her. This helps to support children's language development as they learn new words in context.
- The childminder encourages children to follow good hand hygiene routines to help promote their good health. Children independently wash their hands regularly, using a step to reach the taps. They remind each other to use the soap and confidently state 'wash all the germs away' as they do this. This helps to support children's understanding of how to keep themselves healthy.
- The childminder supports children's independence effectively. On arrival, children find their names, hang their coats up and take off their shoes. The childminder gives children plenty of time to carry out activities for themselves. This supports their self-esteem. Children are becoming independent learners,

which prepares them for their future education.

- Overall, the childminder supports children's communication skills well. She provides a language-rich environment and introduces new vocabulary. The childminder follows children's lead in activities and introduces language with actions to model words such as 'squeeze' and 'stretch'. However, at times, the childminder asks children too many questions in quick succession. This does not always enable children to process information and think about their responses.
- The childminder networks with other childminders and the local authority to help her to keep her own knowledge up to date and to reflect on her practice. She continues to update her own knowledge. For example, she has attended training about children's oral health and has introduced oral hygiene as part of children's routines in the setting. The childminder reflects on her practice and identifies actions for improvements. This has a positive impact on supporting the children in her care.
- Communication with parents is good. The childminder provides them with daily updates of things that their children do throughout the day. She uses her expertise and experience to offer support and guidance to parents. For example, she has shared information from her recent training about oral health. Parents say that they find this information useful and that it helps them to support their children at home.
- The childminder takes children out into the community to broaden their experiences. For example, she takes them to story and rhyme time sessions. Children go on regular walks in the countryside and access the large outdoor play equipment at a local park. This helps to support children's health, well-being and understanding of the natural world.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and knows the procedure to follow if she has concerns about children's welfare. The childminder attends regular safeguarding training. She understands the procedure to follow if there is an allegation made against her or a family member. The childminder has a good understanding of the signs that may indicate radicalisation and extremism. She knows how to identify the signs and symptoms of abuse, including children suffering the effects of domestic abuse. The childminder teaches children about the importance of safety. For example, they learn how to safely cross the road.

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

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

- give children plenty of time to respond to questions to promote their thinking and language skills even more effectively.

## Setting details

<b>Unique reference number</b>	312037
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10276542
<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 at time of inspection</b>	2 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	23
<b>Date of previous inspection</b>	20 July 2017

## Information about this early years setting

The childminder registered in 1999 and lives in the Stalybridge area of Tameside. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. Early years children attend from 9am to 3pm, Tuesday to Friday. The childminder provides funded early education for two-, three- and four-year-old children. She holds an appropriate qualification at level 3.

## Information about this inspection

**Inspector**  
Jenny Smillie

## 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 setting.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector observed the interactions between the childminder and the children.
- Parents shared written and verbal feedback regarding the childminder with the inspector.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children.
- The inspector held discussions with the childminder to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Relevant documents were viewed by the inspector, including paediatric first-aid certificates and daily registers. Discussions were held with the childminder regarding how she ensures the ongoing suitability of anyone over the age of 16 residing in the house.

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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