

Childminder report

Inspection date: 10 July 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

Children are very happy and comfortable in the childminder's welcoming home. The childminder and his assistant are caring and nurturing. This helps children to develop secure and caring bonds with them. Children make choices in their learning from the wide range of resources and activities on offer. They confidently ask for help if needed and are keen to include the childminder and his assistant in their play.

The childminder knows the children well. He checks what children already know and can do when they first join. He uses this information to plan with his co-childminder and assistant. Children make good progress in their learning and development. Children demonstrate positive attitudes to learning and good levels of concentration for their age. For example, they play in the water tray for a period of time. Children enjoy washing the dolls and pegging the clothes on the washing line.

Children behave well and show respect for the resources and the childminder. They feel safe as they know they will have their needs met by the caring childminder. They follow adult instructions and the routine well. Children demonstrate a strong sense of belonging as they explore the purposeful and stimulating environment. Children are challenged and encouraged to think for themselves. For example, the childminder explores the concept of weight alongside the children. This encourages children to think about it for themselves. Children use mathematical vocabulary and concepts in their play. They show their understanding that weighing scales are for measuring and can identify that 'this one is heavier'.

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

- The childminder introduces early mathematical concepts. Children learn to count and recognise numbers. They use magnetic tiles to build towers. The childminder talks about different shapes such as squares and triangles. Children use mathematical language such as 'bigger' and 'tall' to describe the tiles. The childminder supports turn-taking throughout activities with the children.
- The childminder and his assistant have a consistent approach to managing behaviour. They offer praise and encouragement during activities, which promotes children's confidence. Children develop strong bonds with the childminder and his assistant. They benefit from the childminder's kind and calm approach to their care. Children respond well to him and develop secure and trusting relationships. This helps to support children's emotional well-being effectively.
- Parent partnerships and relationships with other professionals are effective. The childminder shares information about children's ages and stages of development

to ensure all those involved with children provide a consistent approach and help them prepare for the transition to school.

- Children learn through an effective balance of child-initiated and adult-led learning experiences. As a result, they make good progress from their starting points. The childminder makes good assessments of the children's development and knows what their next steps of learning are.
- Children enjoy practising their physical skills in the large outdoor space provided at the provision. The childminder provides children with a multitude of opportunities to practise their large motor skills. The childminder talks to the children about how to use the equipment safely. He reminds them to hold on to the railings at the top of the slide and make sure the slide is clear before letting go. Children build their muscle strength as they take managed risks in their play.
- The childminder supports children's independence well. Older children learn how to put on their shoes to access the outdoors. Children wash their hands independently. Younger children are learning how to feed themselves with guided support. However, more opportunities for older children would help prepare them further to support their transition to school.
- Children enjoy taking part in weekly outings in the local community. This helps children to learn about the world around them. Children have fun each week taking part in a music session. This allows children to be expressive in movements and supports their growing vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands his role to keep children safe. The childminder and his assistant keep up to date with changes in child protection legislation by completing mandatory training. They have a good understanding of the signs that may indicate a concern about children's welfare, including abuse and extremism. They understand the procedures to follow to report any concerns of this nature. The childminder completes risk assessments of the provision and on outings to ensure children's safety is always met. He offers support to help parents and carers keep children safe online. The childminder and his assistant know the procedure to follow should an allegation be made against them or a member of the household. The childminder's premises are safe, secure and clean.

What does the setting need to do to improve?

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

- consider more ways to encourage older children's independence in preparation for the move to primary school.

Setting details

Unique reference number	EY411968
Local authority	Tameside
Inspection number	10276315
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 9
Total number of places	6
Number of children on roll	15
Date of previous inspection	11 July 2017

Information about this early years setting

The childminder registered in 2010 and lives in Dukinfield. He works with a co-childminder. His provision operates all year round from 7.30am to 6pm, Monday to Thursday, and from 7.30am to 5pm on Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. He provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

Information about this inspection

Inspector

Lisa Grundy

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 this into account in his evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how he ensures they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises his early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector spoke to children throughout the inspection.
- The inspector talked to the childminder's assistant at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between the childminder, his assistant and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working with the childminder.
- The inspector took account of the views of parents.

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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