

Childminder report

Inspection date:

13 June 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

The childminder has a curriculum in place. However, it is not always ambitious. Although the childminder provides activities to follow children's interests, they are not focused specifically on what children need to learn next and therefore do not maximise their learning. Additionally, the childminder has not kept up to date with her professional development to enhance her quality of teaching. Consequently, there are gaps in her knowledge and understanding of the curriculum and how children best learn. This leads to children not always developing high levels of engagement.

Despite the weaknesses, children are happy in the environment. Children have secure attachments with the childminder. This helps them to feel settled. Children show how to take turns and share. For example, children patiently wait for their turn as they turn the spinner when playing a 'beetle' game. Additionally, children show respect towards their environment and tidy up after themselves when they have finished playing. They show understanding of boundaries. However, the childminder does not always provide consistent messages for children about expected behaviour.

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

- The childminder does not always sequence the curriculum to support children's learning to a good level. While she plans learning experiences for children, she is not always clear on the skills that children need to learn and develop before moving on to the next stage in their learning. For example, children are expected to connect dots to practise writing their name a number of times. At times, children become bored and lose interest in activities. This does not always support children's early literacy skills or their creativity.
- The childminder does not consistently support children's communication and language skills to a good level. For example, there are inconsistencies in the quality of interactions that she has with the children during play and within focused activities. Additionally, the childminder does not always support children to develop their understanding of new words that are introduced. Therefore, she does not always help children to extend their growing vocabulary.
- The childminder has not developed secure partnerships with other early years settings that children attend. Therefore, information is not always shared between the childminder and staff of other early years settings regarding children's individual developmental needs. This has an impact on the continuity of education children receive across settings.
- The childminder has not kept up to date with her professional development to support children's learning. Furthermore, she does not always effectively evaluate her practice. Therefore, she does not have clear plans to continuously

improve her quality of teaching and the outcomes for children. However, she has kept up to date with mandatory training, such as paediatric first aid.

- The childminder does not always support children to develop positive attitudes to their learning. For example, children become disengaged in adult-led activities and, at times, are told to 'sit up and concentrate'. This does not always support children's emotional well-being to the highest standard.
- Children are polite and behave well in this setting. They follow the setting's rules. Children have learned the skill to share and take turns. They do this with the childminder during activities and games. Children show respect towards others.
- The childminder promotes healthy lifestyles. She provides healthy and nutritious meals and snacks for children. Parents praise the childminder for the support she has given them when encouraging their children to eat healthily. This helps children to understand and make healthy food choices.
- The childminder has established secure partnerships with parents. She has daily conversations with parents and informs them of the activities the children have been provided with. However, the childminder does not have clear next steps for children to share with parents or explain to them how they can support children's learning at home. Therefore, children are not always receiving continuity in their care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge and understanding of her roles and responsibilities in keeping children safe. She understands the potential signs and symptoms of abuse and has a safeguarding policy in place, which is well understood. The policy has contact details for the local authority if a concern arises. The childminder is trained in paediatric first aid and is aware of how to deal with accidents appropriately. Additionally, she risk assesses her environment daily to ensure it is safe for the children to play. On outings, she teaches children about the importance of 'stranger danger'. This all helps to keep children safe.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|---|------------|
| plan an ambitious and enjoyable curriculum for each child, taking into consideration their individual needs, interests and development in all areas of learning | 08/08/2023 |

| | |
|---|------------|
| ensure that training and professional development opportunities are focused on continuously improving the quality of learning and development experiences for children | 08/08/2023 |
| ensure there is a regular two-way flow of information with parents and other early years settings that the children attend to provide continuity in children's care and learning. | 08/08/2023 |

Setting details

| | |
|--|---|
| Unique reference number | 312080 |
| Local authority | Tameside |
| Inspection number | 10279955 |
| 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 | 3 to 10 |
| Total number of places | 6 |
| Number of children on roll | 0 |
| Date of previous inspection | 8 September 2017 |

Information about this early years setting

The childminder registered in 1990 and lives in Stalybridge, Tameside. She operates all year round, from 8am until 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Danielle Kelly

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had 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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