

# Childminder report

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Inspection date: 24 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children enjoy their time with this caring and nurturing childminder. They comfortably settle with her and explore the activities set out for them. Children show good concentration skills as they look at their favourite storybooks and listen to the childminder read them. They remember songs and rhymes they already know as they play 'what's in the bag'. Children pull out different objects and start to sing related rhymes. They remember their prior learning and the childminder helps to embed this knowledge through careful and thoughtful planning.

The childminder has high expectations of children's behaviour and children play well together. Children feel safe here. They go to the childminder if they need comfort and reassurance, as well as when they need help and support. Young babies who are learning to walk develop confidence in their abilities because the childminder supports them to do this. The childminder knows the children very well. Because of this, children benefit from being able to learn in ways that are individual to them. The childminder recognises and encourages children to develop their interests. She supports them to recognise their interests and build on what they already know and can do in ways that help them to progress.

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

- The childminder has a clear vision for what she aims children to achieve in their next steps in learning. She wants children to learn to be independent, sociable and confident communicators. The childminder does this by having a well-thought-out curriculum which meets the needs of each individual child. This supports children to gain skills at their own level of development.
- The childminder has a good focus on supporting children to improve their communication and vocabulary. They thoroughly enjoy familiar stories and rhymes together and learn new words. Sometimes, the childminder uses words such as 'birdie' and 'doggy' when talking with children and they copy this. This does not always support children's pronunciation of words.
- The childminder wants children to integrate with other children and attends different sensory sessions and playgroups in the area. Children enjoy rhyme time at a local library and meet with other childminders. This helps children to further develop their social skills and to experience the local community.
- Children behave very well. They listen to the childminder and understand what she says as she teaches children to share and take turns with the fidget poppers. The childminder supports young children effectively to understand their own feelings and is patient while they talk about this. This helps children to feel valued and listened to, and helps them to gain a good sense of well-being.
- Children develop good independence skills. They learn to take their shoes and coats off and know where to put them away. The childminder supports young

children to wash their hands before lunch and supports children to feed themselves. This helps children to build confidence in their abilities.

- The childminder reflects on her practice and actively finds ways to improve her knowledge. She has created links with other childminders locally so they can share good practice. The childminder evaluates her own training needs and accesses training to further her knowledge. This helps to continually improve teaching and outcomes for children.
- The childminder has an accurate view of her practice and the service she provides. She actively identifies areas of improvement in her own practice. For example, she is further improving the feedback methods for parents to know what their child has done during the day. This helps parents to become more involved in their child's early education.
- The childminder has good relationships with parents. They are very happy with the progress their child is making and the service they receive. Parents say they receive regular updates and know what their child's next steps in learning are. This helps them to support their child's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has a good understanding and knowledge of what would make her concerned about a child's safety and welfare or an adult's conduct with children. She knows the correct reporting procedures. The childminder knows the signs to be aware of in respect of other safeguarding issues, such as radicalisation and domestic abuse. The childminding setting is very well maintained and is safe and secure. A password system is in place to ensure unauthorised persons are not able to access the premises or collect children. The childminder undertakes regular risk assessments to ensure children's safety on outings.

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

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

- ensure words are always pronounced correctly to support children to develop their vocabulary and communication skills effectively.

## Setting details

<b>Unique reference number</b>	2605589
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10264035
<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>	0 to 6
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2020 and lives in Manchester. She operates all year round from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Jasmin Sanders

### 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 her evaluation of the setting.
- The inspector and the childminder undertook a learning walk of the setting and discussed the intent and implementation of the curriculum.
- The inspector reviewed comments from parents about their experiences of care, education and involvement with the childminder.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector held discussions to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Assessments of children's progress from their starting points were discussed with the childminder to evaluate the impact of the curriculum on outcomes for children.

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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