

Childminder report

Inspection date: 18 October 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are content and safe. They happily play indoors and experiment with water and ride-on 'scuttle bugs' in the rear yard. Children also explore and learn in the outside classroom, where they choose from additional resources. This contributes towards their independence as they make choices from toys that interest them. Children have fun together and thoroughly enjoy learning.

The childminder has high expectations for children and overall, provides a well-planned curriculum. In the main, the childminder considers how she can build on what children already know. She adapts activities to meet children's individual learning needs. She supports younger children as they begin to use counting words and challenges older children to match magnetic numerals to corresponding spots on dominoes. The childminder enthusiastically sings familiar songs. She uses a technology device to play the tune and illustrate the melody. This helps to instil a love of rhymes and music in all children.

The childminder promotes good manners. She models effective techniques gained from recent training. For example, she introduced calming, sensory bottles and 'busy bags' to help children to settle and refocus their attention. Older children devise their own strategies for building relationships with their peers. They designed a 'Bestie bench' and take turns to sit together on the bench, alongside their friends. All children behave very well.

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

- The committed childminder has worked hard to improve the quality of her curriculum. She reflects on her practice and has implemented positive changes to help improve outcomes for children. She has welcomed support from other experienced childminders and is a member of an independent childminder group. The help received and the knowledge gained following training have proved invaluable.
- The childminder teaches children well, in readiness for future learning. Children make good progress. However, the childminder does not use the information gained from assessing younger children's speaking to plan precisely to support their communication and language skills to the highest level.
- Young girls make marks with felt-tip pens using a whole-hand grasp. Boys use a pincer grip to pick up jelly snakes and small lizard puppets and place them on each finger, wiggling them around. These activities help to strengthen finger muscles, ready for future writing. School children use good writing skills to fill in their responses to the childminder's feedback questionnaires.
- The childminder and children play happily together. She provides support when needed, while providing children with ample time to think about solutions to any

problems that they encounter. Boys consider which shape will fit into a block puzzle. The childminder provides encouragement and some prompts but allows them time to work it out. Consequently, they succeed and delight in the praise for their achievement.

- The childminder promotes healthy lifestyles. She prepares home-cooked meals and skilfully uses mealtimes to teach children about possible risks. For instance, when pasta is too hot, the childminder explains how to cool it down by opening the door to let cold air inside. Children wait until they can safely touch and eat the pasta. The childminder takes children out in the local area for exercise and active play. Children have daily outings at play centres and local parks to embark in vigorous activity.
- There are accessible books and literature for children to choose from. This means they have constant access to an environment that is rich with text, print and words. Young children snuggle onto the childminder's lap for story time.
- The childminder updates parents about their children's progress. However, she does not enhance their understanding of how children's learning can be supported at home. She does not encourage all parents to be involved in children's learning to provide more consistency in supporting their learning and development.
- The childminder works closely with the local school that older children attend. This helps to provide continuity for children who attend both settings. She is invited to accompany the nursery class on outings, for example, to the local garden centre. She helps to support the transition to school by following similar routines when the time comes for the move to school.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of her role and responsibilities associated with child protection. She is confident to identify possible signs of abuse or neglect and knows how to respond in an appropriate manner. For example, she fully understands the procedures of the Local Safeguarding Children Board. She keeps abreast of any changes to policies or to the designated people who she should report concerns to. The childminder attends regular training and is alert to wider aspects of safeguarding, such as extreme behaviours or views. This helps to keep children safe.

What does the setting need to do to improve?

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

- use assessments of younger children's speaking skills to plan even more precisely to support their communication and language development
- encourage and support parents to be more involved in children's ongoing

learning and development and provide more consistency in helping all children to make the best progress possible.

Setting details

Unique reference number	EY423072
Local authority	Oldham
Inspection number	10092725
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 9
Total number of places	6
Number of children on roll	13
Date of previous inspection	10 January 2019

Information about this early years setting

The childminder registered in 2011 and lives in Shaw. She operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A learning walk and a tour of the premises were carried out.
- The childminder and the inspector evaluated an activity together.
- The inspector looked at relevant documentation, discussed policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live in the premises.
- Parents' views were obtained.
- Children were spoken to and the childminder and the inspector held ongoing discussions throughout the inspection.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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