

# Childminder report

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Inspection date:

5 November 2019

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## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children are exceptionally well cared for and safe in this nurturing environment. The childminder is highly successful at providing a broad and rich curriculum for the children. She gives them ample opportunities to extend their thinking and explore the environment, setting high expectations. The childminder uses real objects, such as teapots, to allow the children to create their own learning. Children use resources in open-ended ways and display high levels of creativity. For instance, they use the wooden rainbow blocks to explore different colours and sizes, which also enhances their mathematical development.

The childminder responds swiftly to children's emotional and physical needs. She embeds respect and good manners during her interactions with the children. As a result, children intrinsically respond to each other in a kind and caring manner. The children are eager to help each other. For example, when one child spills his milk, another child quickly intervenes to help clear it up.

Parents speak highly of the childminder and how she shares information about their children. The childminder is proactive in responding to parental feedback, adapting her already excellent practice. The childminder is adept at introducing children to a wide vocabulary. This keeps the children motivated and engaged while they explore the environment and discover new and exciting words. As a result, children's speech develops at an accelerated rate from their starting points.

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

- Children learn and develop through meaningful and well-thought-out activities. The childminder checks what children know and can do so that they make consistently excellent progress. The childminder confidently explains children's next steps and how she supports their learning.
- The childminder uses new and exciting vocabulary in her daily interactions with the children. As a result, the children are becoming confident and fluent communicators. This was highlighted when a child recalled an autumn walk. He explained to the inspector that he had been on a 'bumpy walk'. The childminder commentates throughout her interactions with the children. This encourages the children to copy and repeat the new words in their speech.
- The childminder gives very high regard to children's safety and well-being. She helps children to understand and use good hygiene practices, while still providing them with dignity and showing sensitivity to their needs. The childminder supports toilet training by allowing the children to be independent with their self-care skills. However, she stays close by and offers lots of encouragement and praise, which boosts children's self-esteem.
- The childminder places a high importance on treating others politely and with

good manners. She provides a range of multicultural books and posters highlighting differences and similarities between other children and their families. The childminder challenges stereotypical behaviours and works alongside parents to help children gain a positive view of themselves and others. During role-play activities, children act out a multitude of roles with familiarity and confidence.

- The childminder is very efficient at accessing local training on offer. This has a positive impact on her practice through the use of ever-changing resources and ideas. This is particularly evident in the outdoor area. Children benefit greatly from the childminder's forest school training. For instance, the childminder used conkers the children collected on their autumn walk to explore mathematical concepts in the outdoor area. The childminder also uses innovative approaches to ignite children's interest in writing. For example, children practise their early writing skills as they make marks using chunky chalks on a pumpkin. They show high levels of determination and demonstrate a can-do attitude as they master this tricky skill.
- The children benefit from the childminder's extensive knowledge of the areas of learning. This is particularly evident in the way she weaves into her questioning the use of mathematical language and vocabulary. For instance, during reading activities, the childminder supports the children to talk about colours, prepositional language and counting.
- There is a wide range of exciting and interesting books available to the children. The childminder uses books in all areas of the setting. Children are extremely confident to talk about and share books together in different contexts. For example, at breakfast time, the children waited patiently for their breakfast while looking through books. They confidently chatted about what they could see and showed delight in the illustrations. This truly supports their journey into becoming fluent readers.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are well maintained and secure. The childminder has strict policies on mobile phones, and on medicines to ensure they remain out of reach of children. She is proficient in understanding the referral process and how to identify and report concerns. The childminder takes swift action when concerns arise, which keeps children safe from harm. These concerns are recorded diligently. Children are exceptionally well cared for during outings. The childminder teaches the children what steps to take to keep themselves safe. Children talk confidently about why they need to wear high-visibility jackets and why they wear a harness for crossing the road.

## Setting details

<b>Unique reference number</b>	301244
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10128941
<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</b>	2 to 2
<b>Total number of places</b>	3
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	10 May 2016

## Information about this early years setting

The childminder registered in 1991 and lives in Royton, Oldham. She operates term time only from 7.30am to 6pm, Monday to Friday, except bank holidays. The childminder holds an appropriate qualification at level 3.

## Information about this inspection

### Inspector

Helen Woolf

### Inspection activities

- The inspector and the childminder discussed in detail how she organises the curriculum and the early years provision.
- A joint evaluation was carried out by the inspector and the childminder.
- The inspector held discussions with parents and children at appropriate times during the inspection.
- The inspector viewed a sample of the childminder's documents, including children's learning journeys.

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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