

Childminder report

Inspection date: 3 February 2020

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The childminder and her assistant are kind and caring. They hold children and their parents in high regard and build strong and trusting relationships with them. Children are safe, happy and content in their care. When care is shared with other settings, the childminder uses effective strategies, such as communication books, to engage others and share information about children's learning. This joined-up approach to children's care and education supports them to make consistently good progress. Parents are highly complimentary about the childminder and the quality of the service they receive.

Overall, the childminder creates a warm and welcoming home for children to attend. Toys and resources cover the seven areas of learning and in the main, are inviting and stimulating. Older children make independent choices about what they want to play with. They transport desired toys from indoors to outside. In addition, they explore the texture of a 'gloop' mixture with their fingers and hands. More can be done to ensure babies are afforded the same opportunities, so they can engage in self-chosen play and explore by using all their senses.

Children behave well. The childminder and her assistant are good role models who instil consistent, age-appropriate rules and boundaries. Children relish the opportunity of being awarded 'star of the week' for their good behaviour and conduct. Children are kind, thoughtful and display high levels of self-confidence.

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

- Children play well together. They show care and respect to each other, the childminder and her assistant. Children have good social skills and engage in some meaningful conversations. For example, during a group story time, they listen attentively and take turns to answer the questions posed to them. Older children confidently recall past experiences and delight in sharing their ideas with others. However, at times, the childminder misses opportunities to ask older children questions that require more than a 'yes' or 'no' answer. Therefore, children are not fully supported to expand their expressive speaking skills.
- The childminder attends training and uses her new-found knowledge to help children to make consistently good progress. For example, she implements targeted activities, such as singing and games, to help children to follow instructions and to help to extend their developing understanding and communication skills. This helps to close some emerging gaps in children's learning. However, at times, the childminder does not pronounce words correctly. Therefore, children are not always fully supported to widen their vocabulary and speak correctly.
- The childminder acts with integrity and works flexibly with parents to ensure

that children who are in receipt of funded early education have access to their full entitlement of funded education. She accurately assesses children and uses this to plan for their individual next steps. Activities such as story sacks and homework tasks are shared with parents to extend children's learning at home. As a result, all children make good progress and are supported to be ready for the next stages in their learning and the eventual move on to school.

- Children practise their literacy skills as they make marks. For example, they write the initial letters of their names in 'gloop'. Children develop a love of books. They freely choose a favourite story and responsibly turn the pages.
- Outdoors, older children develop their physical skills. They run around freely, play on the slide, and ride scooters and wheeled toys. However, the childminder does not plan as effectively to support babies so that they can be as highly involved as the older children and freely explore their surroundings.
- Children are encouraged to eat healthily and manage their own personal hygiene needs. The care needs of babies are sensitively addressed. Children learn about keeping themselves safe. For example, they talk about how to cross the road safely and know not to talk to strangers while on outings.
- The childminder supervises her assistant and provides her with relevant training and support. They work as a team to ensure all children's individual needs are met. They engage parents in the self-evaluation of the setting and make some meaningful changes. For example, they work flexibly to meet parents' changing work patterns so that children have consistent care.

Safeguarding

The arrangements for safeguarding are effective.

The childminder works with her assistant to ensure children are safe, secure and happy. They have both attended all mandatory training, including safeguarding. This further ensures children's safety. The childminder has a thorough understanding of her role and responsibilities as the safeguarding lead for the setting. Policies and procedures are robustly implemented by herself and her assistant. They both know what they need to do should they have a concern about a child's welfare. They share the responsibility of completing risk assessments. This helps to ensure children are kept safe in the home and when on any outings.

What does the setting need to do to improve?

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

- use a wider variety of questioning and pronounce all words correctly to support children's developing speaking and vocabulary skills even further
- enhance the learning environments to provide more ways that babies can freely explore and investigate using all of their senses.

Setting details

Unique reference number	EY429433
Local authority	Oldham
Inspection number	10129109
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 7
Total number of places	12
Number of children on roll	16
Date of previous inspection	11 December 2015

Information about this early years setting

The childminder registered in 2011 and lives in Oldham. She operates all year round from 7.30am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with an assistant, who holds a qualification at level 2. The childminder provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- A learning walk was conducted with the childminder. During this, the inspector discussed with the childminder how she organises her provision. The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The childminder, her assistant and the inspector took part in a joint observation of an activity.
- A meeting was held with the childminder. The inspector looked at relevant documentation and checked evidence of suitability for the childminder and other household members.
- The inspector spoke to the childminder, the assistant and children throughout the inspection.
- The views of parents were considered by means of written feedback provided on the day.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020