

# Childminder report

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Inspection date: 12 February 2020

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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

An impeccably organised setting ensures children experience the benefits of an outstanding learning environment. The childminder provides calm sleeping areas and a dedicated playroom which is filled with beautiful resources for every age group. The outdoor area is fabulous. Children can smell the varying aromas from the sensory garden or play in the sand with construction vehicles. Older children can explore the 'wild' area of the garden and play in the treehouse. Children learn how to be healthy and assess their own risks. For example, as children chop their own banana, they say they are careful so they do not hurt their hands. The childminder offers them a wide variety of fruit at snack time and young children request blueberries and grapes. After school, older children choose their fruit from a menu.

The childminder knows the children exceptionally well. He knows what they are interested in and carefully assesses when they are ready for their next steps in learning. He gathers children's opinions from questionnaires. Older children 'buddy up' with younger children. They complete the questions together, with the older children reading out the words to those who cannot yet read. This knowledge ensures the childminder can support all children to progress swiftly, even those who have difficulties with speech and language.

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

- The enthusiastic childminder is highly effective at engaging children in learning. He brings a winter topic to life with exciting resources. For instance, as children play with arctic animals, the childminder encourages them to investigate a bowl of ice. They put it in their mouths and feel the coldness against their cheek. Older children use vocabulary such as 'igloos' and 'sleighs', while toddlers can describe the ice as 'wet'. Throughout the day, the childminder shows the children how the ice gradually melts. This further consolidates their learning.
- The childminder works with a co-childminder. Together, they ensure the setting runs seamlessly, meeting the individual needs of every child. For example, babies are lovingly cared for and older children receive a wonderful education.
- Sociable and imaginative children are thrilled to engage new people in their play. They give visitors bracelets to wear and young children tell them that 'tea is ready' as they give them a plate. They eagerly demonstrate gymnastic moves and are proud of the toys in their playroom.
- The childminder expertly supports children's growing independence. For example, young babies feed themselves and older children are very capable at attending to their own toileting and hygiene needs.
- Despite many years of childcare experience, the childminder still regularly attends training courses and refreshes his knowledge. He ensures the service he

provides is consistently of a very high standard. For instance, when children require further help with their speech and language, the childminder accesses specific training to help him support children even further.

- Wonderful music and singing sessions enthrall very eager children. Their excitement is palpable as the childminder gets out his guitar and bag of props. The whole group sing and know the actions to a wide repertoire of songs. Babies rock back and forth to the rhythm. To extend children's knowledge of the wider world, the childminder plays music from different countries. For instance, children play African instruments and dance to Greek and Spanish music. This supports children to develop in mathematics, literacy and creativity while building their confidence and self-esteem.
- The childminder builds excellent relationships with parents. From extended settling-in visits to the daily sharing of information, he ensures parents are fully informed about every aspect of children's learning and care. Parents are particularly happy with the support they receive to help their children learn at home. For example, the childminder sends home pictures of winter items of clothing so that parents can help toddlers identify them.
- The childminder ensures children's transitions to school are smooth and well supported. He holds meetings with teachers and visits new schools with the children. Both the childminder and the co-childminder complete transition documents to provide information about children's development. Children often become accustomed to their new school during daily school runs for older children. This means children can experience a positive start to their school adventure.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is very knowledgeable about safeguarding issues and procedures. Regular safeguarding training and his membership of a local safeguarding network mean he is clear about who to contact in the event of a concern about a child. The childminder knows the procedure to follow in the event of an allegation against himself or his co-childminder. He can identify signs and symptoms of abuse and understands how children may be drawn into extremism. The childminder consistently assesses risks both in the setting and out on trips, and puts measures into place to minimise these. For instance, young children wear wrist straps on outings and the school run.

## Setting details

<b>Unique reference number</b>	980398
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10129011
<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>	0 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	30 November 2015

## Information about this early years setting

The childminder registered in 2001 and lives in Oldham. He operates all year round from 8am to 5.30pm Monday to Thursday and from 8am to 5pm on Fridays, except for bank holidays and family holidays. The childminder works with a co-childminder and holds a qualification in childcare at level 3.

## Information about this inspection

### Inspector

Karen Bingham

### Inspection activities

- The childminder and the inspector held discussions throughout the inspection.
- Parental views were collected from questionnaires and the inspector held meetings with some parents.
- The inspector observed planned activities and assessed interactions between the childminder and children.
- The inspector was given a tour of the setting, inside and outside, and she evaluated the learning environment.
- Documentation, such as policies and procedures, was viewed by the inspector.

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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