

Childminder report

Inspection date: 12 February 2020

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

The childminder creates a first-rate environment for children to learn and play. Excellent resources, carefully chosen to enhance children's interests and next steps in learning, provide children with a thirst for knowledge. For example, children use silk scarves to make-believe they are superheroes and chefs. Toddlers focus intently on filling and emptying tins with corks and start to count with the childminder's support. Very young babies explore baskets of curiosities, such as smooth pebbles and soft loafahs.

The childminder nurtures wonderful relationships with children and their families. Exemplary setting-in procedures mean that children immediately feel very safe and secure. For example, children and parents visit the setting many times in the months leading up to the child starting. Parents say the strong relationship built in those months ensures children are happy and settled on their first day. Children's behaviour is superb. The differing age groups mix very well and even young children know the routines of the day. Children say 'thank you' as they are given their lunch and say 'you're welcome' as they are thanked for helping to tidy up. The childminder rewards children's behaviour with regular praise and uses charts to celebrate kindness.

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

- The childminder skilfully adapts activities and resources so all children can take part. For instance, as children design and create cards for their parents, they experience differing levels of challenge depending on their abilities. Older children use scissors independently and younger children focus on mastering the glue stick. Babies finger paint with a concoction of yogurt and food colouring.
- Highly motivated children eagerly complete small tasks. Older children are proud to demonstrate their growing independence, such as being able to cut and wash their own grapes. They are very keen to point out that they no longer need an apron at lunchtime. This is because the childminder provides a structure where children take on extra responsibilities for themselves, according to their ability. For example, older children know to put their shoes in their own drawer as they enter the setting, toddlers drink out of a cup independently and babies feed themselves pasta during lunchtime.
- Music fills the setting. Children and the childminder sing throughout the day. They listen to calming music at lunchtime as they take deep breaths to help them relax. This focus on music supports children to make swift progress in language and communication. It builds confidence and children are keen to perform in front of other people.
- The childminder monitors children's progress meticulously. From starting at the setting, she tracks children's development and plans for their individual needs.

She works in conjunction with parents to ensure children's learning is consistent at home and at the setting. For instance, children take home books and flashcards relating to their winter topic. Children progress extremely well, including those whose starting points may be lower than expected.

- Story times are splendid. The childminder sits alongside children in cosy corners to ensure children can be fully interactive during the session. They look together at a range of factual and non-factual books, and children are enthralled with every page. The childminder expertly uses these occasions to teach children about the world, support their mathematic development and learn new vocabulary. Children talk assuredly about emperor penguins. They declare that the fur of an arctic fox changes colour in the summer. Children can accurately recall small details about their favourite stories.
- The childminder ensures children encounter an exciting range of experiences to enhance their knowledge and teach them how to keep themselves safe. For example, children learn about people who help them when they welcome visitors from their community. For example, they enjoy visits from a guide dog and its handler, the fire brigade and the local crossing patrol person.
- The childminder consistently evaluates her provision alongside her co-childminder. They seek the opinions of parents and children, attend many training courses and meet with other professionals. They use the information they gather to develop teaching, resources and the learning environment in order to create an inspirational setting.

Safeguarding

The arrangements for safeguarding are effective.

Robust procedures help to ensure that children remain safe. The childminder considers every eventuality and puts measures in place to both minimise risks and encourage children to assess their own safety. For example, children learn how to manage road safety during the school run. The childminder attends many safeguarding training courses. She ensures her knowledge of legislation is up to date. The childminder can identify signs and symptoms that may indicate abuse, including those relating to wider safeguarding issues such as the 'Prevent' duty. She knows the procedures to follow in the event of any concern about a child or an adult.

Setting details

Unique reference number	301399
Local authority	Oldham
Inspection number	10128945
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 10
Total number of places	6
Number of children on roll	17
Date of previous inspection	30 November 2015

Information about this early years setting

The childminder registered in 1987 and lives in Oldham. She 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 gave the inspector a tour of the setting and explained how she supports children's learning and growing independence.
- The inspector observed planned activities and interactions between the childminder and the children to assess the quality of education.
- Parents conveyed their views and opinions through discussions with the inspector.
- Discussions between the childminder and the inspector took place throughout the inspection.
- The inspector viewed some documentation, such as training certificates and information relating to the suitability of the childminder.

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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