

Childminder report

Inspection date:

26 February 2020

Overall effectiveness	Good
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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 builds children's self-esteem with praise and support. Children feel safe and are proud of themselves when they achieve something. For example, as children aim and throw a beanbag into a basket successfully, they are very pleased. When they miss, they say, 'I am going to try again.' This is because they feel secure enough to persist until they succeed. The childminder provides nutritious home-made food. Children often prepare food with her and she uses these opportunities to talk about hygiene and staying healthy. Children wash their hands before lunch and they discuss the pictures of healthy foods on the table mats.

The experienced childminder observes and assesses children's progress to ensure they develop at the levels expected for their age. Where children need extra help, the childminder works with parents and other agencies to provide the support they need. The childminder works particularly well with teachers in local schools and nursery classes. They share information regularly about what children need to learn next. The childminder mirrors the topics and learning from school, for example, she uses their phonics scheme in her setting. This means children's learning is consistent and progress is strong.

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

- Children enjoy being outside. They contentedly scoop up snow with their spades and pat it into buckets. As they dig, the childminder talks to them about playing football and how their siblings get to school. The childminder provides varied outdoor experiences. Children take part in activities in the woods and visit local farms. They can talk about where milk comes from and are enthusiastic about the farm vehicles they see. This supports children to expand their knowledge of their world and develop their physical skills.
- The childminder promotes mathematical development very well. She encourages children to recognise numbers as they fit together large jigsaw pieces and they talk about whether the pieces are heavy or light. During baking activities, the childminder teaches children how to measure ingredients. They count the number of oat biscuits they have baked. This means children make better than expected progress in mathematics.
- The childminder communicates effectively with parents. They build good relationships and share information on a daily basis. Parents are very happy with the childminder. They say she meets all of their children's needs and helps them to become ready for school. On starting, parents are asked for information about their children, however, the childminder does not gather robust information about what they already know and can do. This means initial assessments do not fully reflect the home experiences children have had.

- The childminder provides a range of opportunities for children to make marks and develop early writing skills. For example, as children pretend to go to the shops, they 'write' their shopping lists on a magnetic drawing board. They point to their marks and say 'cauliflower'.
- Children are imaginative. They play games and develop stories based on experiences they have had. For example, children pretend to talk to their mum on a telephone. They mimic the pauses and conversations they have observed when adults are talking. Children re-enact traditional stories. They build bridges and recite the phrases from well-known characters as they pretend to cross the bridge.
- The childminder does not consistently support children to do things for themselves. For example, she does not always encourage children to put on their own coats and shoes or wipe their own noses.
- The childminder keeps her knowledge up to date with regular training. She attends meetings with the local authority and is a member of a network of childminders. The childminders meet to share ideas and advice.
- Children behave well. They listen to the childminder and follow instructions carefully. For example, following her request, children collect ingredients in their basket and cut greaseproof paper ready for baking.
- Children learn about different cultures and religions as well as celebrating traditional British customs, such as Pancake Day. The childminder introduces children to other festivals, such as Chinese New Year and Diwali.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her knowledge about safeguarding is current and robust. She attends local safeguarding network meetings as well as accessing relevant courses. This means the childminder can clearly identify signs and symptoms of abuse, including those related to wider safeguarding issues, such as the 'Prevent' duty. The childminder understands the procedures she needs to follow in the event of a concern about a child or adult. She knows what to do if an allegation is made against herself. The childminder helps children to stay safe. For example, she assesses risks in her home and out on visits to farms and woods.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their growing independence
- gather robust information from parents about children's development as they start at the setting, to build on what they know and can do.

Setting details

Unique reference number	501585
Local authority	Oldham
Inspection number	10109657
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	8
Date of previous inspection	23 October 2014

Information about this early years setting

The childminder registered in 2001. She lives in the Dobcross area of Saddleworth, Oldham. The childminder operates from 7.15am to 6.15pm, Monday to Friday, all year round, with the exception of bank holidays and family holidays.

Information about this inspection

Inspector

Karen Bingham

Inspection activities

- The childminder gave the inspector a tour of the setting and explained how she uses the environment to help children to learn.
- Documents, such as training certificates and information relating to the suitability of the childminder, were viewed by the inspector.
- Parental questionnaires gave the inspector an indication of their opinions about the childminder's service.
- The childminder planned an activity that both she and the inspector evaluated.
- The inspector and childminder held discussions throughout the day, for instance, they talked about the childminder's links with other settings.

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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