

# Childminder report

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Inspection date: 26 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are safe and very well settled at this good setting. They delight in talking with their friends and the childminder as they play. Children learn how to take turns and share toys, guided by the childminder. They are confident to speak with visitors and answer questions. The childminder develops nurturing relationships with the children and places high priority on supporting their well-being.

Children engage well as they play and learn. They show good physical skills as they ride scooters and use the see-saw outdoors. Children decide to play hide and seek. They count to 10 before finding their friends, and shout 'found you' with delight. Children develop their small-muscle skills as they build towers, using small blocks. They roll play dough into shapes and discuss the different sizes.

Despite changes in routines, due to the COVID-19 (coronavirus) pandemic, children adapt well. They confidently say goodbye to their parents at the entrance and are excited for the day ahead. Parents say the childminder is 'part of the family'. They value her caring nature and how committed and patient she is with their children.

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

- The childminder seeks ways to continually improve. For example, she considers how to make the outdoor environment even more exciting for the children to play in. In addition, she regularly renews the resources offered to children, to encourage them to further engage in imaginative play.
- Children access a rich curriculum which follows their interests and builds on what they already know and can do. For example, an interest in caterpillars leads to excellent opportunities for children to learn. Children read 'The Very Hungry Caterpillar' and confidently recall what happens in the story. They discuss how the 'little' caterpillar becomes 'big' and turns into a 'beautiful butterfly'. Children name the different foods the caterpillar eats and skilfully count the quantities.
- Children's communication, language and literacy development are well promoted. The childminder inspires children to develop a love of books. Children independently select and look at their favourite books throughout the day. For example, they particularly enjoy a book which helps them to learn about different objects and colours. The childminder asks the children thoughtful questions during their play, to help them to think and share their ideas.
- Children learn how to behave well, including how to be kind to others. They are beginning to understand that their appearance is one of the things which makes them unique. For example, children talk about their eye colour and notice that they have different skin colours. However, the childminder does not plan the curriculum to enable children to learn about further similarities and differences, such as those relating to different family structures and wider communities.

- Care practices are good. Children drink water throughout the day and eat healthy, nutritious foods. Their growing independence is well promoted. For example, children put on their own shoes in readiness for playing outside. They are learning how to fasten the buttons on their cardigans. Children access the outdoors each day. They learn more about the world around them by going on walks and trips to the local park.
- The childminder makes detailed and ongoing assessments of children's learning and development. This ensures that next steps in their learning are identified, and children are supported to make good progress. For example, the childminder knows that some children need to practise their counting skills. She makes sure that this is encouraged during their play and during adult-led activities. This helps to close gaps in their learning and children make good progress in mathematics.
- In the main, partnership working is good. The childminder sends daily updates electronically to parents about their children's care. However, this frequent sharing of information does not always enable parents to support children's learning at home. In addition, links with the local school are not established. Information about children is not consistently shared with their new teachers. This means that children are not fully supported in their move to school.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are secure. Thorough risk assessments help to ensure that children are safe during outings. The childminder knows the steps to take if an allegation is made against herself or a household member. Robust procedures ensure that all adults living in the household are suitable to have contact with children. The childminder attends safeguarding training and keeps this knowledge up to date. She has secure knowledge of how to keep children protected from harm. The childminder knows the referral procedure to follow should she be concerned about children's welfare. She understands safeguarding issues, such as breast ironing and female genital mutilation.

## What does the setting need to do to improve?

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

- enhance curriculum planning to help children learn more about similarities and differences between themselves and others, particularly in relation to different families and communities
- strengthen partnership working, to further support children's learning at home and to help them during their move to school.

## Setting details

<b>Unique reference number</b>	EY552993
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10145076
<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 at time of inspection</b>	1 to 3
<b>Total number of places</b>	3
<b>Number of children on roll</b>	4
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in Oldham. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder has a relevant childcare qualification at level 3.

## Information about this inspection

### Inspector

David Lobodzinski

### Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder, and has taken that into account in his evaluation of the setting.
- The childminder and the inspector had a learning walk and tour of the premises.
- An activity was observed, and the inspector and the childminder discussed this afterwards.
- The inspector observed the interactions between the childminder and children during the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder, parents and children.
- Written comments from parents were taken account of by the inspector.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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