

Childminder report

Inspection date: 3 September 2021

| | |
|--|----------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are well settled and happy at this warm and friendly setting. They show resilience as they adapt to new routines during the COVID-19 (coronavirus) pandemic. For example, children know that their parents do not enter the setting and are ready to use hand sanitiser at the entrance. The childminder develops nurturing and respectful relationships with the children and their families. Children are confident to talk throughout the day and communicate their needs and wants.

Children engage well during their play and show positive attitudes towards their learning. They develop small-muscle skills as they roll play dough to create different shapes and say that they have made 'circles'. Children explore the texture of cereal with their hands and describe it as 'crunchy'. They shake containers filled with oats to explore the sound that is made. Outdoors, children show good physical skills. They carefully climb up the garden steps. Children mix soil and sand with spoons and use their imaginations to make 'sand pies'. They fill bottles with water and show delight as they spray mist into the air.

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

- The childminder did not notify Ofsted of a significant event. However, this does not have an impact on children's safety or their well-being. The childminder continually reflects on her practice in order to identify ways to further improve. She creates a calm and purposeful play environment for children, which helps them to make good progress in their learning. For example, the childminder creates a book which shows pictures of different toys and activities. This enables children to make their own choices regarding their play.
- The childminder provides children with a broad and balanced curriculum which follows their interests and builds on what they already know and can do. For example, the childminder follows children's interest in diggers and trucks to set up activities which extend children's mathematical skills. Children practise counting while scooping up oats, using small toy diggers. The childminder encourages them to repeat mathematical words, such as 'little', 'big' and 'full'.
- Overall, the childminder promotes children's communication, language and literacy skills well. Children freely access a wide range of quality books. They use props to retell their favourite stories, and excitedly say, 'A big bad wolf is coming.' The childminder engages children in thoughtful conversations and introduces them to new words. However, on occasion, the childminder does not give children enough time to think and respond to questions. Some of the questions are too narrow. This means that children's communication, language and thinking skills are not promoted to the highest level.
- Children go on frequent trips to local parks, playgroups and the farm. These experiences help children to learn about the world around them, and children

talk about their memories with joy. They learn about some of the similarities and differences between themselves and others. For example, children taste different foods as they learn about festivals, such as Chinese New Year. However, the childminder does not routinely plan the curriculum to enable children to learn about further similarities and differences, particularly around different families and communities.

- Partnership working is strong. The childminder establishes good links with other settings to support children in their eventual move to school. The childminder gathers detailed information from parents about children when they first attend. This helps children to settle quickly. Parents say that the childminder is 'warm and welcoming' and 'always has a smile on her face'. They comment that their children 'come on leaps and bounds' and that the childminder helps to support children's learning at home.
- Care practices are good. Children drink water and eat healthy and nutritious foods. The childminder encourages them to increase their independence. For example, children sweep up after playing and learn how to brush their teeth. The childminder discusses the reasons for good hygiene, and children learn why this is important. They learn how to behave well and to be kind to others. For example, they take other children by the hand to guide them from one activity to the next.

Safeguarding

The arrangements for safeguarding are effective.

The childminder undertakes regular training to ensure that her safeguarding knowledge is up to date. She has a secure understanding of how to keep children safe and protected from harm. She knows the actions to take if there are concerns about children's welfare. The childminder understands safeguarding issues, such as fabricated illness and so-called honour-based violence. She knows the referral procedure to follow in the event of an allegation against herself or a household member. The premises are safe and secure.

What does the setting need to do to improve?

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

- develop further the knowledge and skills required to promote children's communication, language and thinking skills to the highest level
- enhance curriculum planning, so that children can learn more about similarities and differences between themselves and others, particularly around different families and communities.

Setting details

| | |
|--|---|
| Unique reference number | EY550612 |
| Local authority | Oldham |
| Inspection number | 10174199 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childminder |
| Age range of children at time of inspection | 0 to 2 |
| Total number of places | 3 |
| Number of children on roll | 2 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2017 and lives in Oldham. She operates all year round from 7.30am to 5.30pm, Monday to Friday. The childminder holds an early years 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 (coronavirus) 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.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.
- The childminder and the inspector had a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children and evaluated the impact on children's learning.
- Parents' views were taken account of by the inspector through a telephone conversation and by reading their written comments.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.

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 2021