

Childminder report

Inspection date: 27 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children have a wonderful time in the care of the childminder. She uses information obtained from parents to plan activities that motivate children to learn and captivate their interest. This helps children to feel settled and safe in her care. Music and song play a big part in children's daily activities. They shake bells, clash cymbals, tap drums and sway to the rhythm of the nursery rhymes which the childminder sings to them. They use their early speech to request 'row, row' and smile happily when the childminder obliges, joining in with the motions of the song. Young children are very well behaved and are learning to play with their friends. Disagreements are rare. Children are learning to manage their own emotions and are well supported in this by the childminder. She is a good role model and helps children to learn how to behave towards others and about good manners. Children get lots of exercise and fresh air every day. Local walks involve lots of jumping in muddy puddles and visiting the local horses.

Children select their favourite books for the childminder to read to them. They demonstrate their respect for books by treating them with care. They show their developing fine motor skills as they turn the pages of books independently and feel the different textures on the page. Breakthrough moments happen with children's developing speech, for example when they correctly identify the colour yellow by saying 'lello' during a story.

Due to the COVID-19 (coronavirus) pandemic, the childminder is providing children with even greater support in making new relationships, socialising, and developing their language and physical skills.

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

- The childminder provides children with a wealth of new experiences which expand their awareness of the world around them. Children regularly play in the garden where they confidently negotiate steps, uneven slopes and a climbing frame. This helps children to develop their balance, coordination and strength. The childminder teaches the children about growth by getting them to help with the care of a variety of fruit crops in the garden, which they get to harvest and eat. The childminder has involved the children in rearing ducklings in an incubator, hatching them and caring for them in a section of her garden. Children are also taken to feed lambs at the nearby farm.
- The childminder has formed strong relationships with the local primary schools. She ensures that meaningful information is shared with teachers, who are able to visit the childminder's home to see children in a familiar environment. This supports a smooth transition when they move on to school.
- The childminder positively promotes children's physical and emotional well-

being. Young children are supported in managing their own personal hygiene and are familiar with the routine of washing their hands after outdoor play and before meals. The childminder talks and sings to children during nappy changing, which puts children at ease. Children are able to feed themselves and are becoming confident in using cutlery. They enjoy the varied menu of freshly prepared home-cooked meals provided by the childminder. One parent comments how their child 'eats like a king'. The childminder is attentive to children's dietary needs and works closely with parents to ensure that children get a nutritionally balanced diet.

- To help children learn about different cultures and communities, the childminder explores a range of festivals with them. Children are taken to places of interest in the region to experience celebrations within certain communities, such as Chinese New Year. Children also attend groups with the childminder where they mix and play with children from a range of backgrounds and cultures. This helps to broaden their understanding of the wider community in which they live.
- In the main, the childminder supports children's communication and language development particularly well. She ensures that children are exposed to a rich and vibrant vocabulary. However, there are some limited occasions where the childminder does not consistently help children to develop their speech sounds and model the correct pronunciation of words which children mispronounce.
- Even at a young age, children are provided a broad curriculum which includes developing their mathematical knowledge. Children independently say 'one, two, three' before whizzing down the slide in the garden. They can be heard counting leaves they collect in a plant pot. Children are also learning how to use simple jigsaws and persevere when they find it tricky.
- The childminder makes effective use of her well-resourced environment to support children's good progress. She understands how to make good use of equipment to support learning in the right order. For example, the childminder provides very young children with large sheets of paper and chunky pencils which their small hands can grip tightly to help them to make marks. She encourages them to think about adding meaning to their marks. Children focus for extended periods while being creative. These early skills help to support children's later writing.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures that children are well supervised and she helps them learn how to take risks safely in their play. Daily checks are carried out to ensure that the indoor and outdoor environments are secure. The childminder has a sound understanding of her safeguarding responsibilities and knows the procedures to follow should she have concerns about a child's welfare. This is particularly important as she often cares for children who live in different local authority areas. She maintains her safeguarding knowledge by attending regular meetings chaired by her local designated officer for safeguarding and by completing training, which results in her knowledge of wider safeguarding matters being particularly strong.

What does the setting need to do to improve?

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

- build on children's speaking skills and consistently model the correct pronunciation of words and speech sounds.

Setting details

Unique reference number	EY483903
Local authority	Oldham
Inspection number	10076359
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 1
Total number of places	12
Number of children on roll	3
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder registered in 2015 and lives in the Greenfield area of Oldham. She operates all year round from 7.30am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder is a qualified teacher and works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Richard Sutcliffe

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 their evaluation of the setting.
- The inspector took account of the views of parents in written feedback.
- The inspector observed the quality of education and assessed the impact of this on children's learning.
- The inspector spoke to the childminder at appropriate times throughout the inspection.
- The childminder carried out, and discussed, a joint observation with 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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