

# Childminder report

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Inspection date:

4 October 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children are happy and safe. They show through the smiles on their faces and the way that they confidently explore the setting, that they are secure. Children have a real sense of belonging. They adore the atmosphere that is created by the friendly childminder and her caring assistants and snuggle onto their laps for a story or a cuddle. Children have established strong relationships with their friends and they play well together. Due to the COVID-19 (coronavirus) pandemic, parents do not enter the setting as they usually would. Parents now say goodbye on the doorstep but children have adapted to this routine swiftly. They arrive happily and the transition into the setting is seamless.

Children have a positive attitude to learning and, in the main, they take part in interesting activities. A particular favourite is singing and dancing and they participate with high levels of energy and enthusiasm. However, the curriculum is not consistently implemented to help all children to make the progress they are capable of, particularly in their communication and language development. Nonetheless, children benefit from some rich experiences that teach them about the world around them. The childminder uses the outdoor learning environment, which includes a farm and fields, to introduce children to animals. Children regularly visit the horses and pet the goats. Children are currently rearing chickens and delight in greeting the five fledglings as they arrive each day. Children handle and tend to the chicks sensibly and carefully.

Young children make choices from the good quality literature and reading materials on offer. They show respect for books and turn the pages with care. Older children are beginning to recognise letters, shapes and numbers, which are some of the skills they will need for learning in school.

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

- The childminder understands children's interests and the activities that they enjoy. She knows what she wants children to learn. However, she has not ensured that her assistants deliver the curriculum that is intended. The assistants are kind and they play with children with care and supervise them well. However, they are not aware of what individual children need to learn next, to help to prepare them for the next stage in their learning.
- The childminder and her assistants converse with children in a friendly and jovial manner. However, they often use incorrect language and vocabulary, such as 'dody, din-din's and birdie's'. This does not help children to develop excellent speaking skills. The childminder and assistants narrate and ask questions as children play. However, sometimes the questions posed by the assistants lack purpose. For example, they frequently ask questions that require a yes or no

response, which does not encourage older children to use more complex words.

- The childminder works with up to two assistants at any one time. The assistants receive mandatory training and have regular discussions. The childminder knows what her assistants' unique characteristics are and draws on them to enhance her provision. For example, she knows who is creative, who is nurturing and who is the most fun. The childminder's processes for ensuring that assistants are suitable for their role are robust. Some of the suitability checks have taken longer than anticipated and the childminder ensures that these assistants are never left unsupervised. This has affected how they are deployed. As a result, she has been unable to precisely monitor her assistants' teaching practice, to ensure that the intended curriculum is precisely taught.
- Overall, children behave well. However, at times, when the childminder or assistants are occupied with care routines and tasks, such as cleaning, children wander around aimlessly or interrupt others as they try to sleep. Nonetheless, older children wait for their turn to use tools to create shapes and models using coloured dough. Children are developing resilience and continue to have a go. For example, children try to skip with a rope. The assistant supports and encourages these attempts and children are thrilled when they succeed and jump right over the rope. Children know to use good manners. For example, a younger child was observed correcting an assistant. When the assistant requested that they said 'ta', the child swiftly responded 'thank you'.
- Partnership with parents is a strength of this homely setting. Parents comment that they are kept updated and they have seen their children developing. Parents recommend the service to others and sing the praises of the childminder and her assistants. One parent commented, 'I love the place'.
- The childminder focuses on children's emotional health and physical well-being. She gathers important information from parents on entry, to ensure that she caters for children's specific needs. Flexible settling-in sessions and allowing children to bring special comforters, also help them to settle well. Even new children are content. The childminder provides healthy home-cooked meals. Babies are encouraged to feed themselves, with support when needed. Little help is required and they devour the delicious foods.
- The childminder aspires to provide a good service and she speaks to her assistants to gather their views. However, she has not established highly effective self-evaluation processes, to allow her to identify and prioritise areas that require improvement.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of child protection procedures. She ensures that her assistants know exactly what to do should they have a concern about a child or the conduct of any adult living or working on the premises. The childminder uses risk assessment effectively to identify and remove any possible hazards to children. Children are encouraged to pet the animals. The childminder ensures they wash their hands thoroughly afterwards to avoid any possible cross

contamination. In response to COVID-19, the childminder ensures parents are aware of the exclusion guidelines and the signs and symptoms to be alert to. Parents and children also have access to hand sanitiser in the porch, for use at drop off and collection times.

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

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

- support all assistants to understand how to deliver planned and purposeful play that is appropriate to each child's individual learning needs
- improve the curriculum for communication and language so that children hear the correct pronunciation of words and benefit from a rich and varied vocabulary to further develop their speaking skills
- improve how assistants are deployed during care routines so that daily tasks do not have an impact on the ability to deliver a well-planned and focused curriculum
- strengthen self-evaluation to identify and act on areas of weakness to improve the provision further.

## Setting details

<b>Unique reference number</b>	2534355
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10208544
<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>	18
<b>Number of children on roll</b>	17
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2019 and lives in Oldham. She operates, Monday to Friday, all year round, except for bank holidays and family holidays. Sessions are from 7.30am to 6.30pm and from 8.30am to 2pm on Saturdays. The childminder provides funded early years education for three- and four-year-old children. The childminder works with two assistants at any one time.

## Information about this inspection

### Inspector

Layla Davies

## 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 viewed the premises and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was checked and discussed, such as policies and procedures. The inspector reviewed the childminder's self-evaluation and checked evidence of her suitability, the suitability of household members and assistants.
- Parent's views were obtained.
- Children were spoken to and the childminder and inspector held ongoing discussions throughout the inspection.
- The childminder's assistants were spoken to at appropriate times during the inspection.
- The quality of teaching was observed and the inspector assessed the impact this has on children's learning.

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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