

# Childminder report

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Inspection date: 16 November 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	Requires improvement

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

### **The provision is good**

Children are eager learners and thoroughly enjoy their time with the childminder. They engage in a variety of activities and receive good levels of support to help them to succeed. For example, children persevere and demonstrate a can-do attitude as they play animal matching games. The childminder encourages them to think and guides their learning in a meaningful way. As a result, children rise to the challenge and beam with pride when they complete this complex task.

Children are well behaved and show respect to their friends. They share toys and develop friendships as they play harmoniously together. All children smile as they move around the childminder's home. They display high levels of independence as they select toys that they want to play with. Children also help themselves to tissues, which are readily available, and wipe their own noses. This demonstrates their growing independence.

The childminder is fully aware of children's capabilities and adapts the curriculum to help them achieve. For example, during the COVID-19 pandemic, some children had limited opportunities to develop their social skills. As a result, the childminder worked in partnership with other childminders to address this barrier to learning. They met in parks and 'safe' open spaces, so children could make new friends and develop their social skills. This approach worked incredibly well. Children are extremely confident and self-assured.

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

- The childminder has made improvements since the previous inspection, which are having a positive impact on children's learning and progress. For example, she plans group activities that respond to all children's learning needs and interests. During the inspection, children enjoyed taking part in a play dough activity. Toddlers developed their physical skills as they rolled and prodded the dough. They also learned new words, such as 'sticky', which help to extend their vocabulary. Older children compared the weight of the dough and used lots of mathematical words, including 'massive' and 'heavy'.
- The childminder wants all children to experience the joy of stories and narratives. She ensures that a wide selection of books is readily available for children to select. Toddlers learn new vocabulary as they confidently name words in the '100 Words Book', and older children enjoy reading exciting stories about crocodiles. Stories are very much part of children's daily routines. However, the literacy curriculum does not consistently provide the right opportunities for children. Too much emphasis is placed on teaching children letters and sounds. This is not appropriate for their age and has potential to cause confusion.

- The childminder focuses her attention on supporting children in all aspects of their learning and development. For example, children develop their creativity as they use autumn leaves to make suncatchers and pretend hedgehogs. These experiences also enable children to explore and investigate natural materials, which helps to widen their understanding of the world.
- The childminder has a good knowledge of child development and monitors children's progress closely. She works in partnership with parents and other professionals to ensure that children who need a little support get the help they need. The childminder keeps parents up to date on their children's learning and progress, which parents appreciate. However, the childminder does not share ideas with parents to help extend their children's learning at home. As a result, children do not fully benefit from continuity in their learning.
- Children are enthusiastic about their learning and thoroughly enjoy activities, such as 'what's in the basket today?' The contents in the basket are planned with a purpose. For instance, threading activities are provided for children who are developing their finger muscles. At other times, favourite toys are hidden in the basket. This works particularly well for children who are new to the setting or those who are a little sad when they arrive. The childminder puts children at the heart of everything she does.
- Children have many opportunities to learn about being healthy. For example, they recently made pretend teeth by painting the bottom of plastic bottles with white paint, to resemble molars. This activity, which is a firm favourite, helps children to understand the importance of toothbrushing. They stick play dough on the molars and have great fun brushing this pretend plaque away.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures children's safety at all times. All areas of her home are clean, safe and secure. The childminder also seeks important information from parents about their children's needs. For example, she is fully aware of children who may try to run off. As a result, the childminder is vigilant and keeps children in sight at all times when they venture on outings.

The childminder understands the importance of communicating with relevant agencies if she has any concerns about a child's welfare.

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

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

- work closely with parents to help to extend children's learning at home
- ensure the literacy curriculum is clearly sequenced, so that children can build their knowledge and skills at the right level.

## Setting details

<b>Unique reference number</b>	EY331447
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10146089
<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>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	31 January 2020

## Information about this early years setting

The childminder registered in 2006 and lives in Chadderton, Oldham. She operates all year round, from 7.30am to 5.45pm, Monday to Friday, except for bank holidays and family holidays.

## Information about this inspection

### Inspector

Tricia Graham

### 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 their evaluation of the setting.
- The inspector observed the quality of education and the impact this has on children's learning.
- The childminder and inspector evaluated an activity.
- The inspector spoke to the childminder and children throughout the inspection.
- Consideration was given to parents' written testimonials.
- The inspector reviewed some documents, including the childminder's first-aid certificate.

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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