

Childminder report

Inspection date: 25 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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

The childminder has high expectations for all children. Children develop their small-muscle skills while practising pouring their own water from a jug. The childminder guides children to learn to clear up the water they have spilled with a tissue. The children show high levels of determination to keep trying to pour the water without spilling it. Children's ability to support one another shines through. They learn to follow the calm role modelling of the childminder, which helps them feel safe and secure. Children's independence is developed through consistently clear routines. At lunchtime, children independently line up to go to the cupboard and take out their own plates, cups and utensils. With supervision, they attempt to set the table. Children competently manage their own self-care needs as they blow their nose and discard the tissue in the bin. They tell the inspector why it is important to wash their hands after they clean their nose.

The childminder's curriculum focuses on children's communication and language development. Children clap and pat to the rhythm as they sing favourite songs. They use repetition and actions, making the activity exciting and engaging for them. Children love listening to stories. The childminder provides an attractive range of books to encourage their early reading. The childminder has maintained close contact with families during the COVID-19 pandemic. She set up online meetings and 'doorstep' visits to drop off resources to aid children's learning at home. This helped to support children's emotional well-being and learning.

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

- The childminder helps children to develop a love of books and stories. When reading one of the children's favourite stories, she starts by introducing the title and the author to help them understand the structure of the book. The childminder purposefully pauses at key parts in the story. The children join in with excitement, saying 'swishy swashy' as the characters in the book negotiate the long, wavy grass. Children recall and make links with the story to their previous learning on a recent nature walk in the park.
- The childminder and her assistant have created a culture of respect, where children's views and feelings are considered. For example, children are given enough time to complete activities before change of routine. This helps raise children's self-confidence. The childminder acts as a superb role model. She ensures that she promotes sharing and taking turns in her interactions with children.
- Children enjoy exceptional opportunities for developing their large-muscle skills. These include daily visits to parks and woodlands, where they also learn about the natural environment. The childminder uses opportunities such as these to enhance children's understanding of risks and teach them about keeping safe.

- Children explore the environment with curiosity and use materials in imaginative ways. For instance, they use natural resources to make a stool so they can climb up to see the hamster in the cage. This promotes children's coordination, imagination and problem-solving skills.
- The childminder listens carefully to what children have to say. She regularly introduces and models new words, such as 'gillet' and 'teapot'. Children listen in awe as the childminder repeats familiar nursery rhymes with actions. This helps children to repeat the correct pronunciation of words and widen their vocabulary.
- While most interactions are now conducted on the doorstep due to the COVID-19 pandemic, the childminder uses online communication to ensure that parents are kept informed about the progress their children make. She has introduced a lending library so that children can take books home and share the joy of reading with their parents. The parents welcome support and advice from the childminder.
- The childminder is reducing her workload well through minimising the amount of paperwork she completes. She has high ambitions for her setting and reflects on the quality of teaching practice. However, she has not yet identified professional development opportunities to develop her assistant's knowledge of early years practice and teaching consistently, to further support children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistant know the signs that might lead them to be concerned about a child's welfare, including issues such as radicalisation and domestic abuse. The childminder knows the correct procedure to follow if an allegation was to be made against her or another person living or working in her household. The childminder carries out regular risk assessments of her home and garden and for the frequent trips into the community. This is to ensure she provides a safe environment for children to play and learn in. The childminder and her assistant supervise children exceptionally well. They regularly check on sleeping children and listen out closely for them waking up.

What does the setting need to do to improve?

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

- plan a more focused programme of professional development for the assistant to help raise the quality of care and education to an even higher level.

Setting details

Unique reference number	2512789
Local authority	Oldham
Inspection number	10207822
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 9
Total number of places	9
Number of children on roll	9
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019 and lives in Lees, Oldham. She operates from 8am to 5.30pm on Monday to Thursday, and from 8am to 5pm on Friday, term time only. The childminder holds an appropriate early years qualification at level 4.

Information about this inspection

Inspector

Maryam Chauhan

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 her evaluation of the setting.
- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's progress.
- The inspector spoke to parents where possible and also sought parents' views from written evidence provided.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector looked at relevant documentation, including qualification certificates and evidence of suitability for the childminder and other adults living in her home.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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E: enquiries@ofsted.gov.uk
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