

# Childminder report

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Inspection date: 25 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 are happy and safe at this good quality, friendly setting. Due to the COVID-19 pandemic, parents drop their children off at the entrance rather than going in. This does not faze children and they enter the setting with ease. The childminder makes sure that she builds close, positive relationships with children and their families. This helps children to settle and feel secure. For example, they approach the childminder for a cuddle if they feel tired or need reassurance.

Children have positive attitudes towards their learning. They cheerfully sing to themselves during their play. Children develop their small-muscle skills while rolling play dough and using stencils to cut out different shapes with the dough. Children make marks on paper with paint and brushes. Outdoors, they develop their large-muscle skills as they ride on bicycles and scooters. Children show good coordination and spatial awareness as they chase bubbles to stamp on them. They giggle with delight and comment that they 'love bubbles'. Children learn to share and take turns while playing with toys. For example, they happily tell their friends that it is 'your turn' during activities, such as when using a pipette to suck water up and squeeze it out.

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

- The childminder explains that she wants to give children 'the best possible start in life' and thinks of them as 'part of the family'. She continually reflects on the setting and includes the views of children and parents in her self-evaluation. That said, the programme of continual professional development does not help the childminder to further develop her skills and knowledge.
- Overall, children access a curriculum that follows their interests and builds on what they already know and can do. However, some of the activities that the childminder provides are too narrow and focus on the end goal, rather than the intended learning experiences. For example, children make Mother's Day cards by sticking pre-cut shapes on to pre-cut hearts. This limits the development of their own creative skills and means that children do not always fully progress in their learning.
- The childminder supports children's growing communication and language skills well. For example, she introduces children to new words, such as 'juicy' and 'pop'. Children enjoy expressing their ideas and repeating the words that they learn. For example, they repeat the word 'blueberries' with pleasure while they eat them. These opportunities help children who speak English as an additional language to develop a good grasp of English.
- Children learn about some of the ways that they are unique. For example, they look at their reflections and talk about who they are. Children learn about celebrations, such as Diwali. They learn to behave well and follow instructions.

The childminder fosters children's sense of achievement by praising their efforts. She provides certificates to children to celebrate when they succeed in their next steps in learning.

- In the main, care practices are good. Children eat healthy, home-cooked foods, which parents value. Children learn to use cutlery and the childminder reminds them about good hygiene practices, such as covering their mouths when they cough. That said, the childminder does not always encourage children to develop their self-care skills or independence. On occasion, the childminder prevents children from doing things that they are capable of learning to do for themselves. For example, she washes and dries their hands for them and wipes their noses. This does not fully promote children's personal development.
- Partnership working is strong. The childminder establishes links with schools to support smooth transitions. Parents report that the childminder provides them with an 'excellent service'. They say that she is 'welcoming, friendly and professional' and gives children a range of different activities. Parents also comment that the childminder supports them in helping their children to progress in their learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure. Robust procedures ensure that all adults living or working in the premises are suitable to have contact with children. The childminder keeps her safeguarding knowledge up to date through regular training. She understands how to keep children safe and protected from harm. The childminder knows the referral procedure, should she have concerns about children's welfare. She has a broad understanding of safeguarding issues, such as human trafficking and breast ironing. The childminder knows the steps to take in the event of an allegation being made against herself or a household member.

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

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

- enhance the programme of continual professional development, to further develop the childminder's skills and knowledge
- refine the curriculum, so that activities focus more sharply on the intended learning experiences and supports children to fully progress in their learning
- strengthen children's personal development, by better supporting them to develop their self-care skills and independence.

## Setting details

<b>Unique reference number</b>	501590
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10065398
<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>	2 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	20 May 2016

## Information about this early years setting

The childminder registered in 2000. She lives in the Chadderton area of Oldham. The childminder operates Monday to Friday, 8am to 6pm, during term time only. The childminder holds an early years qualification at level 3. She is registered to work with two assistants.

## Information about this inspection

### Inspector

David Lobodzinski

### 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 his evaluation.
- The childminder and the inspector completed a learning walk and tour of the premises.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact these had on children's learning.
- The inspector held discussions with the childminder, parents, and children.
- Written comments from parents were considered by the inspector.
- An observation of an activity was carried out, and the inspector and childminder discussed this afterwards.
- Relevant documentation was reviewed by the inspector, including evidence of the training of the childminder.

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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