

Childminder report

Inspection date: 12 April 2022

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 are happy and safe at this setting. They share close bonds with the childminder. Interactions are relaxed, warm and friendly. The childminder has high expectations for children's learning and development. Children speak clearly and respectfully to each other, displaying good manners. Older children show care for their younger friends as they pass them a special toy or try to help them set their place for lunch. Children have a sense of pride in their achievements. They speak to visitors with confidence. For example, they proudly show the Easter chick cards they have made, explaining, 'look, it has googly eyes.'

Children experience plenty of fresh air and physical activity. They walk to local beauty spots to have picnics. This helps to promote their good health and supports their learning about the natural world. Children experience special trips to the theatre to see their favourite stories, such as 'What the Ladybird Heard', brought to life. This enriches their learning and provides inspiration for their play with puppets and language. Throughout the COVID-19 pandemic, the childminder kept in touch with children via virtual calls, which helped to promote their emotional health. As a result, children maintained their strong relationships with the childminder and returned to the setting with confidence.

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

- The childminder has designed the curriculum to extend children's language and literacy skills. This works well in practice. For example, children ask politely for a special story and squeal with delight as they rummage through the 'Room on the Broom' busy bag to find their favourite characters. This captures their imagination and encourages a love of reading.
- Children enjoy a stimulating day of play and learning in a well-designed environment. They laugh and giggle with excitement as they play in the paddling pool filled with rice. Children develop their fine-motor skills through regular routines and planned activities. They use scoops and tools to fill containers with rice. At other times, they spread tomato sauce on home-made pizzas.
- The childminder plans activities which engage children's interest. However, sometimes, learning intentions are not specific enough. This means that children do not always achieve depth in their knowledge and learning is lost.
- The childminder has a good knowledge and understanding of child development. As a result, children who need a little more help are identified early and any concerns are promptly shared with parents. She guides parents through the speech and language therapy referral process and researches effective strategies to help support the children while waiting for referral appointments.
- Children have access to a range of good quality resources, which support their development across the seven areas of learning. For example, children explore

the concept of 'heavy' as they play with scales. This encourages children's use of mathematical language.

- The children demonstrate good behaviour. They speak politely to the childminder and to each other. For example, as children ask for help, they say please and thank you and relish the praise they receive for using lovely manners. Older children are good role models. They show care and kindness by bringing special toys to their younger friends.
- The childminder supports healthy eating. Children eat nutritious, hot meals for lunch and have access to water throughout the day. Children learn about the environment on local walks. They smell flowers and learn their names, such as daffodil. Children also learn about animals and their habitats on a visit to Chester Zoo. This promotes children's understanding of the wider world.
- The childminder values partnership working with parents. She gathers a good range of information about children's starting points on entry. As a result, parents are involved in their child's learning from the start. This enhances learning for children and develops consistency between home and the setting.
- The childminder prepares children well for their future learning and for life in modern Britain. She promotes independence and decision making. Children benefit from plenty of opportunities to make their own choices, play and collaborate. They are encouraged to make requests and ask for help. These skills help children to avoid frustration and learn to self-regulate their feelings.
- The childminder promotes equality in her setting. She attends training which focuses on inclusive practice for fathers in childcare settings. For example, she ensures that the language used in letters or messages to parents is inclusive for male carers. Children's learning is enhanced as fathers feel more involved in their children's development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to ensure that her knowledge of safeguarding protocols and procedures are up to date. Risk assessments ensure children, equipment and premises are safe. The childminder implements additional safety measures on trips and outings. Children wear key rings which display photos of the childminder and her contact number. This ensures that she would be easily identified if a child was lost from the main group. The childminder is aware of the correct procedures to follow if she had concerns about the welfare of a child.

What does the setting need to do to improve?

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

- plan activities with more specific learning intentions to ensure children's individual needs are supported.

Setting details

Unique reference number	EY358856
Local authority	Oldham
Inspection number	10231762
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	2 to 4
Total number of places	6
Number of children on roll	4
Date of previous inspection	30 September 2016

Information about this early years setting

The childminder was registered in 2007 and lives in Oldham. She operates all year round from 7.30am to 5.30pm on Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Rachel McHugh

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The childminder and inspector completed a learning walk together of the setting and discussed the early years curriculum.
- The childminder spoke to the inspector about how she supports children with language delays.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector read the testimonials of several parents during the inspection and took account of their views.

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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