

# Childminder report

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Inspection date: 21 July 2022

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<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	Not applicable

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

### **The provision is good**

Children's laughter fills the air as they sing and dance at this vibrant setting. The highly skilled childminder creates a home-from-home environment where children feel safe and happy. Due to the COVID-19 pandemic, parents do not enter the setting. Children adapt well to these changes and wave their parents off at the front door.

Children have a strong sense of belonging and form secure bonds with the childminder. They snuggle into her while reading books and hug their friends. Children show positive attitudes towards their learning and behave well. They are keen to take on new challenges and show good levels of perseverance during their play. For example, older children show resilience while learning how to hold pencils to write their names.

Younger children enjoy splashing in water and are fascinated while playing with toy cars. Older children enjoy making 'ice cream' from play dough and show excellent physical skills while climbing outdoors. The childminder teaches children about the significance of good oral health. Children act out the role of the dentist and talk about the importance of brushing their teeth. They show good levels of independence, set the table at lunchtime and help to tidy toys away.

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

- The dedicated childminder leads her setting with passion and determination. She wants the very best for children and strives to be outstanding. Self-evaluation is precise and includes the views of parents and children. The childminder's capacity to bring about improvement is good.
- Overall, the childminder provides children with a sequence of learning that builds on what they already know and can do. However, the curriculum for communication and language needs strengthening. For example, the childminder does not consistently speak clearly to children and does not always use the correct vocabulary.
- The childminder fosters children's love of reading. She is animated while reading stories, which helps to capture children's interest. Children enjoy looking at characters in books and talk about the stories that they take home to read with their parents.
- Partnership working is a strength. The childminder keeps parents informed about their children's time at the setting, and her links with external professionals are strong. Parents commend the childminder for her caring nature and state that she is 'simply amazing' and that she is like 'an extended part of the family'.
- In the main, children are well-rounded and respectful individuals. The

childminder teaches them about the community they belong to and why it is unique to them. However, she identifies that she wants to strengthen children's understanding of differences and similarities, to better equip them for life in modern Britain.

- The childminder uses additional funding very well. She ensures that funded children have experiences that they would not usually get. These include visits to the farm and the emergency service museum and rides on public transport. Children cannot contain their excitement about these visits and talk about the different types of vehicles they saw at the museum.
- Care practices are good. The childminder provides children with healthy and nutritious food. She teaches them the importance of exercise and about keeping hydrated throughout the day. The childminder has recreated her outdoor area into an oasis of physical challenge. Children relish opportunities outdoors and take part in yoga lessons.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder has effective risk assessments in place to ensure that the premises are safe and secure. She carries out daily safety checks and teaches children how to manage risks during their play, such as how to climb down steps safely. The childminder is first-aid trained and knows how to deal with accidents and injuries. She has a secure understanding of child protection. She knows the referral procedure and understands the steps to take if an allegation is made against herself or a family member. The childminder teaches children about e-safety and has a good understanding of safeguarding concerns, such as female genital mutilation.

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

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

- strengthen the curriculum for communication and language to support children's speaking skills to the highest level
- support children to learn about similarities and differences, to better equip them for life in modern Britain.

## Setting details

<b>Unique reference number</b>	EY550065
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10145071
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	6
<b>Number of children on roll</b>	5
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in the Springhead area of Oldham. She operates Monday to Friday, from 7.30am to 5.30pm, all year round, with the exception of bank holidays and family holidays. The childminder holds a level 3 qualification in childcare.

## Information about this inspection

### Inspector

Luke Heaney

### 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 of the setting.
- The childminder and the inspector had a tour and learning walk.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- An observation of an activity was completed, and the inspector and the childminder discussed this afterwards.
- The inspector held discussions with the childminder and children, at appropriate times during the inspection.
- Parents' views were obtained by the inspector, through written comments and telephone conversations.
- Relevant documentation was reviewed by the inspector, including evidence of the childminder's training.

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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