

Childminder report

Inspection date: 22 September 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, safe and settled. They form secure relationships with the childminder. The childminder works closely with parents to gather detailed information about children's starting points and interests. This helps children to settle quickly, as there are familiar play items linked to home for children to explore. For example, a variety of different transport items such as cars, diggers and trains are available for children who have a passion for transport. Children talk to the childminder as they play with items that are familiar to them. Children learn to share and minor disagreements over toys are short-lived. The childminder quickly intervenes and provides age-appropriate explanations about the importance of sharing. This supports children to behave respectfully around one another.

The impact of the COVID-19 pandemic has been kept to a minimum for children. The childminder identified that some families have had limited experiences outside the home and separation anxiety was impacting children's experiences at the setting. In response to this, the childminder offers a flexible approach to settling in new children. She encourages families to meet her at parks or playgroups to build relationships before children start at the setting. As a result, relationships with children and families thrive right from the start, with children separating from parents with limited upset or anxiety.

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

- Children's independence skills are a priority for the childminder's curriculum. All children are encouraged to take their own shoes off independently on arrival. At snack time, children of various ages are encouraged to peel their own fruit. Self-registration supports children to recognise their own name. This helps children become more confident with their independence skills. Consequently, they are prepared well for the next steps in their education.
- Children's speech and language development is good. Communication is supported by hearing a rich variety of vocabulary modelled through conversation and repeating and extending words. However, the childminder sometimes uses grammatically incorrect vocabulary, such as 'nee-naw' when naming a fire engine. This means that children do not always hear the correct vocabulary to support their developing communication skills.
- Children's behaviour management skills are supported by the childminder with sensitive and timely responses. She consistently reminds children of how to interact with one another, offering distractions or modelling problem-solving when conflict arises. Good manners are also promoted, and children regularly use 'please' and 'thank you' when talking to the childminder and each other. This helps to ensure that children's emotional well-being is consistently high.
- The curriculum is skilfully adapted to meet the needs of children with a wide

variety of ages in the childminder's care. For example, during a planned play dough activity, the childminder adapts her teaching to engage all children and help them towards their individual next steps in learning. For younger children, she allows more open-ended exploration of this new experience. For older children, she encourages the use of counting with the candles that are provided. However, occasionally, the childminder does not recognise when she could extend an activity further to offer more precise challenge.

- The childminder monitors children's progress carefully. This enables her to identify any emerging gaps in children's learning and development. The childminder knows how to access any additional support that children may need in order to make good progress.
- Parental feedback is complimentary about the childminder. Parents describe the setting as a 'home from home'. They praise the relationships the childminder has with their children. Parents also describe the help the childminder has given to support children's progress, for example by teaching them the independence skills they need to prepare them for the next stage in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. She can describe the procedures to follow should there be any concerns about children and can clearly identify signs of abuse or neglect. The childminder keeps her safeguarding knowledge up to date and completes further training on a range of safeguarding issues. For example, she has recently completed training on the impact of adverse childhood experiences, should she ever support children who may have experienced early trauma. The childminder has a clear understanding of what action to take in the event of an allegation being made against either herself or a member of the household.

What does the setting need to do to improve?

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

- promote children's communication and language development even further by ensuring words are always pronounced using grammatically correct language
- recognise and utilise opportunities to extend and challenge children's learning as they arise during play.

Setting details

Unique reference number	EY479996
Local authority	Oldham
Inspection number	10236418
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	0 to 3
Total number of places	6
Number of children on roll	6
Date of previous inspection	10 October 2016

Information about this early years setting

The childminder registered in 2014 and lives in Royton. She operates all year round, from 7.30am to 5pm, Monday to Thursday, except for bank holidays, two weeks at Christmas and family holidays. The childminder caters for two-, three- and four-year-old funded children.

Information about this inspection

Inspector
Jenny Smillie

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 being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector observed the interactions of the childminder with the children.
- Parents shared verbal views regarding the childminder with the inspector.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children.
- The inspector held discussions with the childminder to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- Relevant documents were viewed by the inspector, including paediatric first-aid certificates and Disclosure and Barring Service records of the childminder and anyone over the age of 16 residing in the house. The inspector also checked the qualification for 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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