

# Childminder report

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Inspection date: 12 October 2022

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children feel happy and secure in this home-from-home environment. The childminder has a lovely, warm and nurturing manner. She builds very positive relationships with children. The childminder is a good role model. She enthusiastically joins in with children's play and provides quality interactions as she engages with them. For example, children confidently name the colours of the crayons when prompted by the childminder during a colouring activity. Children are settled, relaxed and confident and they enjoy their time with the childminder. They behave well, show respect for her and listen to what she has to say.

The childminder provides a stimulating environment for children to explore, develop and learn. They happily engage in the wide range of activities on offer, which follow their interests. Children benefit from having a consistent routine. This helps them to develop their understanding of the childminders' expectations and prepares them for what happens next. Children are encouraged to be independent and make their own choices. They readily let their wishes be known to the childminder, who is responsive to their needs. For instance, children let the childminder know when they are hungry or wish to play in the garden. This supports children's confidence and sense of belonging.

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

- The childminder gathers a range of information from parents before new children join her setting. For instance, she asks parents about children's home life, their routines and likes and dislikes. She skilfully uses this information to help get to know children quicker, which aids their settling in and makes it a smooth transition from home to the setting. This helps children to settle quickly and to feel safe and secure when they start.
- The childminder knows children well. She observes them and assesses their abilities and skilfully uses interactions to promote their key next steps. The childminder joins in children's play and makes learning fun. However, occasionally, children lose interest as some activities are a little beyond their understanding and capabilities. This means that that the learning needs of children are not consistently met.
- Children benefit from a language-rich environment. The childminder constantly engages children in conversations and encourages their speech. For instance, children name animals they recognise when listening to a story. Children communicate well and are inquisitive. They confidently ask questions, learn new words and develop their understanding. For example, they ask the childminder, 'Did you go to Jungle Jays?' and 'Did you see Spiderman there?' Children's language and communication skills are progressing well.
- Children's early mathematical understanding is well supported. The childminder

introduces mathematical vocabulary as children play. She uses words such as 'full' and 'empty' when filling jugs to make ice lollies. Children use positional language such as 'over' and 'under' as they peddle tricycles round the garden. Children are developing the mathematical skills that they will need in the next stage of their learning.

- Children enjoy being physically active. The childminder provides many opportunities to strengthen their small and large muscles as they play. However, on occasions, she over directs some activities and provides children with too much support. Therefore, children do not always have the chance to explore activities independently, develop their own ideas and make their own choices.
- The childminder encourages children to develop a healthy lifestyle. She ensures that children have plenty of time outdoors, regardless of the weather, in order to benefit from fresh air and physical exercise. Children brush their teeth after lunch and discuss the importance of oral health. They are encouraged to wipe their own nose, open their own lunch box and wash their hands without assistance. Children practise useful self-care skills that support their developing independence and self-esteem.
- The childminder reflects on her practice and evaluates the effectiveness of her provision. She completes relevant training and is keen to develop her professional knowledge further. The childminder networks with other childminders locally. They share ideas and talk about relevant topics. She has identified areas where she can deepen her knowledge so that she can support children's learning even more effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder completes training to keep her child protection knowledge up to date. She has a good understanding of how to protect children from harm. The childminder understands the signs and symptoms which may indicate abuse. She understands how to manage any allegations that may be made against her or a family member. The childminder carries out daily risk assessments of her home and garden to ensure all areas are safe for children to access. The childminder is qualified in paediatric first aid.

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

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

- review planning to identify more precisely what children need to learn from an activity so that their learning is maximised
- give children more time to explore their own thoughts and ideas, to deepen their engagement in activities and extend their learning further.

## Setting details

<b>Unique reference number</b>	EY479899
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10236416
<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>	3 to 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	6 February 2017

## Information about this early years setting

The childminder was registered in 2014 and lives in Chadderton, Oldham. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She is eligible to receive funding to provide free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Rachelle Pole

## 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 spoke to the childminder and the children at appropriate times during the inspection.
- The childminder talked to the inspector about how she organises her provision and about how she uses the premises to care for the children's well-being and safety.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- 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 observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.

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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