

Childminder report

Inspection date: 5 October 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 settle in very well at this calm, relaxed setting, and they feel safe and secure. They are able to build trust and confidence quickly by following a personalised settling-in period. The childminder sits close to children on the carpet as they play. She reassures them with her gentle voice and observes their individual interests. Children behave well. They explore the good range of toys and resources that ignite their curiosity. They are active learners. Younger children concentrate for long periods, despite their age. They smile happily and look for praise as they build towers successfully and explore new objects, such as aeroplanes and electronic toys. They push and pull them, opening and closing fastenings as they learn more about how they work.

When children choose books independently, the childminder seizes the opportunity to read the story alongside them. She encourages language and reading skills as children turn the pages and begin pointing to pictures with one finger. She introduces new vocabulary, such as 'hedgehog' and 'spiky', as they enjoy the story together. Children explore nature in the local green spaces. They get plenty of fresh air and exercise as they take walks along the bridle path. They stop to look at signs of the changing seasons and feed the ducks. This promotes their physical development and builds their knowledge of the world around them.

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

- The childminder supports children's mathematical development well. For example, she uses baking activities to help children to learn about weight, numbers, quantities and mathematical language, such as 'more' and 'full'. Furthermore, children's hand-eye coordination and physical development are developed as they repeatedly use their hand and arm muscles to whisk, stir and spread mixtures.
- The childminder provides a broad range of activities and experiences that help to prepare children for their transition to school. However, she does not have systems in place for sharing information when children move on to other settings or schools to ensure consistency in children's care and learning.
- The childminder focuses on supporting children's speech and language well. For example, she introduces new vocabulary, sings songs and nursery rhymes and reads lots of stories. She takes children on visits to the library where they select books to take home and enjoy together. This promotes children's early literacy and language development.
- The childminder offers interesting and new experiences to the children. They visit local towns on public transport, such as trams and buses. They go to a café and to a new park to play. Children learn to socialise in different spaces, meeting new people. This helps to build children's confidence, self-esteem and prepares

them well for life in modern Britain.

- Parents value the childminder's relaxed setting and feel she is always ready to listen. They work well together to support children's development. For example, when children are learning to use the toilet independently, parents use the same rewards and routines as the childminder. Parents and the childminder share a daily diary that they both contribute to. This provides a consistent approach that helps children to progress well.
- The childminder provides healthy snacks and fresh drinking water for children. Children have lots of opportunities to play outdoors with a range of activities that develop their large muscles. The childminder has good hygiene and handwashing procedures in place for snack times and nappy changing. This develops their understanding of healthy lifestyles and promotes their personal development
- The childminder attends regular mandatory training to update her knowledge on paediatric first aid, food hygiene and safeguarding. However, training to further improve the quality of education has been limited. The childminder has accurately identified further training needs to enhance the quality of education provided.

Safeguarding

The arrangements for safeguarding are effective.

To keep children safe, the childminder checks the premises daily, including the outdoor area. She completes effective risk assessments for outings. For example, younger children walk with a wrist strap attached to the childminder until they are within a safe, traffic free area. The childminder always ensures she has a first-aid kit available. She talks to children about road safety and helps them to learn how to keep safe when crossing the road. Children learn to manage their own risks as they play in the local park on more challenging equipment. The childminder has appropriate arrangements in place for dispensing medicines and supporting medical needs. She speaks confidently about identifying signs of abuse and knows how to respond if she has a concern.

What does the setting need to do to improve?

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

- explore further ways to share information with professionals at other settings to improve consistency and support planning for children's needs.

Setting details

Unique reference number	505050
Local authority	Oldham
Inspection number	10234561
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	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	2 November 2016

Information about this early years setting

The childminder registered in 2001 and lives in Lees, Oldham. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Rachel McHugh

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 provider and has taken that into account in their evaluation of the provider.
- 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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