

Childminder report

Inspection date: 14 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children are happy and thoroughly enjoy their day at this home-from-home setting. They chat confidently to each other and approach visitors to show them their favourite books. They pull up a chair and politely ask the childminder to read to them. They display excellent knowledge of book titles and the main characters in the story of 'The Gruffalo'. They select the resources they want to play with from the well-organised and spacious learning environment. For example, they dress up and play imaginatively with their favourite superhero themes.

Children behave well. They are lively and eager to play. They are familiar with the daily routine and respond well to prompts such as the 'tidy-up song'. Children are encouraged to manage tasks for themselves. They persist at putting on their own shoes and are encouraged to 'try, try and try again' by the caring childminder and his assistant. The childminder goes above and beyond to plan exciting opportunities for children. They visit soft-play centres to develop their balance, strength and coordination. They go to a variety of green spaces to learn about wildlife and nature. They visit places such as the airport and travel on trams. These rich experiences help children to develop their social skills and widen their knowledge and understanding of the world around them.

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

- The childminder plans creative and stimulating activities to support children's learning. For example, children learn about germs and how to wash their hands properly. They explore the smells and properties of different soaps. However, sometimes, the attention and listening skills of the children are not supported well enough. As a result, they lose interest in the activity or appear distracted.
- The childminder and his assistant are excellent role models in promoting early language. They speak to children clearly, calmly and extend their vocabulary. For example, they introduce words, such as 'submerge', 'lather' and 'rinse', when children are washing their hands. Children visit the local library to enjoy singing and story sessions. They choose books to take out and read at the setting. This promotes a love of reading and prepares them well for the next stage of their education.
- The childminder provides lots of ambitious opportunities to support children's mathematical development within the daily routine and adult-led activities. For example, they count the number of children who are present and check they have the correct number of toothpastes for everyone. However, children's next steps in mathematical learning are not always identified accurately. As a result, some activities are not pitched at the correct developmental level and children find it hard to focus.
- Parents hold the childminder and his team in high regard. They appreciate the

excellent communication systems which the childminder has put in place. They value the reassurance and support offered by the childminder. For example, he shares tips for parents on behaviour management strategies to use at home. This consistent approach has a positive impact on family life and helps children make very good progress.

- Personal development is very well promoted. Children enjoy healthy snacks and learn about the importance of good hygiene. They manage their own self-care needs very well for their age. For example, children learn how to wipe their own noses with tissues. They learn the importance of placing tissues in the bin before washing their hands to help prevent the spread of germs and infections.
- The childminder plans activities which teach children about diversity. For example, they read books which reinforce positive images of themselves. They visit a care home for the elderly to learn about people in their community. They find out more about the jobs of nurses and carers. These social experiences help children to recognise what makes them unique and deepens their knowledge and understanding of the world around them.
- The childminder is committed to supporting the ongoing professional development of himself and his assistants. They attend regular training and network meetings with other childminders. They have established links with schools to discuss improvements in transition arrangements and to help children get ready for school. This preparation helps children make a strong start to the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and his assistant understand the correct procedures to follow if they have concerns about a child. They also have an awareness of the local safeguarding issues in their own community. Effective safety arrangements are in place for outings. For example, the childminder completes robust risk assessments. These include the use of correct car seats, ratios, first aid, toilets, the public, and health hazards. The childminder teaches children how to manage their own risks, such as how to enter and exit the van safely. He encourages them to think about how they might tackle new equipment or situations.

What does the setting need to do to improve?

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

- give more consideration to the support offered for children during adult-led activities, to develop their attention and listening skills further
- provide increased opportunities for children to further enhance their mathematical knowledge and skills.

Setting details

Unique reference number	EY448928
Local authority	Oldham
Inspection number	10235840
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	21
Number of children on roll	21
Date of previous inspection	15 November 2016

Information about this early years setting

The childminder registered in 2012 and lives in Failsworth, Oldham. He operates all year round from 7.45am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and works with two assistants. The childminder provides funded early education for two- and three-year-old children.

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 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, assistant and children.
- The inspector and childminder carried out a joint observation of an activity led by the childminder's assistant.

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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