

Childminder report

Inspection date: 18 October 2022

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 are happy and safe at this warm and nurturing setting. They show that they feel comfortable in the childminder's care. For example, children relish the chance to snuggle up and listen to the childminder as she reads 'Goldilocks and the Three Bears'. The childminder observes children closely to support their needs. For example, if children become upset, she soothes them with a cuddle.

Children are positive about their learning. As the inspector arrived, the air was filled with their excitement as they pushed prams outdoors, practising their large-muscle skills. Children think of their own ideas and develop their imaginations while they play. For example, they give dolls 'medicine' to 'make them better'. Children place toy ponies underneath blankets to 'keep them warm'. They use their small-muscle skills to draw pictures with crayons, saying that they have 'made a hedgehog'. Afterwards, children decide to tidy the crayons away, and tell their friends to 'put them back in here'. The childminder plans activities which develop children's expressive and creative skills. Children make models of hedgehogs using clay and wooden sticks. They mix paint together to make new colours. Children join in with singing songs that they are familiar with.

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

- The childminder has a clear vision of providing children with a 'kind, caring and fun environment, full of love and laughter'. She knows what her strengths are and how she can further improve the setting.
- Children make good progress. Overall, the curriculum that the childminder provides follows children's interests and builds on their prior learning. For example, she encourages children to practise their counting skills by counting how many bears there are in a picture. That said, the childminder does not always fully promote children's problem-solving and thinking skills. For example, when asking children questions, the childminder can be too quick to intervene by telling them the answer or moving on to something else.
- The childminder focuses on building children's speaking and literacy skills. She fosters their love of reading by providing books and encouraging them to join in with nursery rhymes. The childminder supports children to develop their vocabulary by using words during their play, such as 'star' and 'circle'.
- Children learn about the world around them. The childminder provides them with a range of experiences, such as trips to the park and shop, and using different methods of transport. Children enjoy music sessions and engage in messy play at the library. They learn about different festivals, such as Diwali.
- In the main, children play well alongside each other and are learning to manage their own feelings. They use good manners, such as when saying please and thank you. However, the childminder does not always make her expectations of

children's behaviour clear or consistent. This means that children do not always follow her instructions, such as when asking them to share toys while dealing with low-level disputes.

- The childminder encourages children to develop their self-care skills and praises them when they become increasingly independent. For example, children learn to put on their own coats, and the childminder is so proud when they manage to fasten up the zips for themselves. Children learn good hygiene practices by washing their hands before eating. The childminder provides them with healthy foods, including strawberries, watermelon, sandwiches and yoghurt.
- Partnership working is strong. The childminder has made links with the settings that children will eventually move on to, and with the schools that older children attend. This helps to provide continuity in children's care and learning.
- Parents say that they could not ask for a 'better person to take care' of their children. They report on the good progress that their children have made, and how the childminder 'goes above and beyond' to 'provide the best care possible'. Parents comment that 'every day is an exciting new challenge and adventure' for their children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder completes daily risk assessments to ensure that the premises are safe and secure. She understands the requirements around suitable adults in the household and knows how to manage allegations against herself or another household member. The childminder ensures that safeguarding and first-aid training is up to date, for both herself and for her assistant. She knows the local referral procedure to follow should she have concerns around children's welfare. The childminder has a sound understanding of safeguarding issues, such as domestic abuse and breast ironing.

What does the setting need to do to improve?

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

- strengthen the skills and knowledge needed to promote children's problem-solving and thinking skills to a higher level
- make expectations for behaviour clear and apply these more consistently, to fully promote children's good behaviour.

Setting details

Unique reference number	503872
Local authority	Oldham
Inspection number	10234559
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 15
Total number of places	6
Number of children on roll	5
Date of previous inspection	29 November 2016

Information about this early years setting

The childminder registered in 2001 and lives in Failsworth, Manchester. She operates Monday to Friday, all year round, except for family holidays. Sessions are from 7.30am to 6.30pm. The childminder holds an early years qualification at level 3. She is registered to work with an assistant.

Information about this inspection

Inspector

David Lobodzinski

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 discussed the childminder's aims and rationale for her early years curriculum offer.
- The inspector observed the interactions between the childminder and children throughout the inspection and evaluated the impact on children's learning.
- The inspector held discussions with the childminder and children at appropriate times during the inspection.
- Written comments from parents were taken into consideration by the inspector.
- An observation of an activity was carried out, and the inspector and the childminder discussed this afterwards.
- 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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