

Childminder report

Inspection date:

9 November 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 happily enter the safe and secure setting. They are warmly welcomed by the childminder. New children settle well, forming secure relationships with the childminder and other children. Children comfort others if anyone gets sad, showing their growing empathy. Children are kind, use good manners and wait patiently when taking turns. Children confidently talk to the childminder about how they feel. This helps them understand and deal with their emotions. Children have excellent attitudes to learning as they independently concentrate for long periods.

The childminder provides a well-thought-out curriculum. She knows what she wants children to learn. For example, the childminder models new vocabulary. Children repeat the word 'tweezers' as they use tools to sort different-coloured monkeys into small bowls. Children have opportunities to explore a variety of resources, including dolls, stacking cups and fiction and non-fiction books. Children delight in comparing what will fit into the small-world wheelchair. They also listen intently to a story as they follow the words on the page of a familiar book. This supports their emerging reading skills. Children enjoy dance, exercise and going on daily walks to the park, farm and library. They know that walking helps them to be strong and healthy.

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

- The childminder is clear about what she wants children to learn and she has high expectations for learning. She knows what children need to learn next and provides challenging activities across all areas of learning. As a result, children are developing their skills and knowledge rapidly and are making very good progress.
- The childminder knows how to identify children's emerging developmental delays. She provides learning opportunities that help children, through her own targeted support plans. However, links with other professionals who support children further, are not in place. This hinders the continuity in children's learning.
- Children learn firm boundaries. They listen and respond to the childminder. They follow her instructions. This encourages children to behave well because they know what the childminder expects of them. They demonstrate this when they help to tidy up. This helps children to develop respect for their environment.
- Children's communication and language is supported by hearing a rich variety of vocabulary through conversation with the childminder. Children have good language skills for their age and are confident communicators.
- The childminder helps children learn about different cultures and communities. She teaches them about similarities and differences, to promote equality and diversity through books and stories. Children also experience different foods

when celebrating festivals, such as Chinese New Year and Diwali. This helps prepare children for life in modern Britain.

- Children have many opportunities to develop an understanding of the importance of leading a healthy lifestyle. The childminder talks to children about good oral hygiene and includes this in role-play activities. Children practise physical skills on their daily outings or when they dance indoors.
- Children are learning to be independent. For example, children are praised and encouraged to wash their hands and faces. Babies are supported to feed themselves. This helps children become confident in their emerging self-care skills. They are prepared for the next steps in their education.
- The childminder engages in professional development opportunities that have a positive impact on children that attend. For example, she has recently received training on the 'Prevent' duty and how to develop the curriculum. She implements these strategies within her setting. She completes mandatory training, such as first aid, to ensure her knowledge is current.
- Parents speak highly of the childminder. Parents say that they have a great relationship with her as they have regular contact. They know their children are happy because older siblings choose to return to the childminder. She communicates with parents daily, verbally and through a messaging app. Parents express that their children are progressing well and show positive behaviours they learn from the setting, at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is highly vigilant in safeguarding children in her care. She accesses training regularly and her knowledge is secure. The childminder is familiar with indicators of abuse. She has secure knowledge of who to make a referral to at the local authority. She has a good understanding of issues such as the 'Prevent' duty and county lines. The childminder keeps children safe on the internet and she guides parents to understand how to do this. She also talks to older children about how to keep themselves safe online. She has robust risk assessments in place to ensure that children are always kept safe.

What does the setting need to do to improve?

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

- work in greater partnership with other professionals to strengthen early intervention strategies and provide continuity in children's learning.

Setting details

Unique reference number	EY410105
Local authority	Oldham
Inspection number	10235409
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 6
Total number of places	6
Number of children on roll	4
Date of previous inspection	7 December 2016

Information about this early years setting

The childminder registered in 2010 and lives in Oldham, Manchester. She operates all year round, from 7am to 5pm, Monday to Thursday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gill Blackwell

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 childminder and has taken that into account in their evaluation of the setting.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector and childminder carried out a joint observation and discussed the quality of teaching.
- The inspector carried out observations of the interactions between the childminder and children.
- The inspector held discussions with children and childminder throughout the inspection and considered their views.
- The inspector held a leadership and management discussion with the childminder.
- 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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