

Childminder report

Inspection date: 10 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 at the setting are happy and settled. They demonstrate strong relationships with the childminder and show they feel safe and secure in her care by returning for cuddles when upset. This is helping younger children to manage their emotions. The childminder gets to know children and families well by adding to an 'All About Me' profile from when children start with her. This is continued throughout the year to holistically capture children's changing needs, interests and personalities, as they grow and develop at home and in the setting. Children enjoy the childminder's praise, which promotes their high self-esteem and supports them to become confident learners.

Children are provided with a language-rich environment. The childminder uses clear language and introduces new vocabulary during play. Her curriculum vision is driven by the understanding that supporting children's emerging communication will help in all areas of development. She understands the importance of songs and rhymes in supporting young children's early language development. Babies select nursery rhyme puppets to share with the childminder to indicate their favourite song. For example, she sings 'Old MacDonald had a Farm' and the children join in with animal noises as she names the animals.

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

- The childminder is responsive and caring. Relationships with all children are sensitive and compassionate. The youngest children are supported well throughout the day. They are talked through daily routines, such as nappy changes and mealtimes. All children are given choices throughout the day. The childminder responds to children's needs effectively, which promotes children's emotional security.
- Overall, the childminder has a good knowledge of how to extend and suitably challenge children in line with their individual stages of development and interests. For example, babies who are showing an interest in interactive books can select and share these books independently. However, adult-led activities do not always effectively engage children in their learning. For example, during a planned story time session, the childminder reads books that are a little too advanced for the age of some children. This somewhat hinders their engagement. Therefore, children lose concentration and are easily distracted by others and their surroundings.
- Resources in the home are organised effectively to ensure that children can make choices about their play and learning. This encourages them to explore their own interests and ideas. The childminder encourages children to be independent and carry out small tasks for themselves. They eagerly help to tidy up as the childminder sings the 'tidy-up' song, as a reminder of what is

happening next. Children attempt to put books away and smile proudly as the childminder praises their efforts. This supports children's independence.

- The childminder collects children's starting points from parents. She also completes her own observations and assessments to identify what children already know and can do. She uses this information to determine what children need to learn next. The childminder has close links with her local schools and shares relevant information about the children, to support their transitions. This helps to continue children's learning between the setting, home and beyond.
- The childminder promotes diversity and inclusion with the children. For instance, they have opportunities throughout the year to learn about and to explore different cultural festivals. She also supports children's role play with menus and food items from other cultures and in other languages. Her setting displays positive images of children from a range of different backgrounds. These experiences help children to understand the world around them and the community in which they live.
- Written feedback from parents is complimentary of the childminder. Parents describe the childminder as though she is part of their family. They praise the relationships the childminder has with their children. Parents feel extremely well informed on their child's progress and the information that is shared with them about their child's learning. When children do not attend the setting during school holidays, they maintain contact and share information on their child's learning at home. This supports the childminder to continue to keep track of children's learning at home, using this information to support children when they return from holiday.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe and robust policies in place to ensure their ongoing security. For example, any visitors to the setting must sign the agreed code of conduct, which covers the prohibited use of mobile phones when with the children. She follows local safeguarding policies and procedures should she need to make a referral, and has a clear understanding of what action to take in the event of an allegation being made against either herself or a member of the household. The childminder keeps her safeguarding knowledge up to date by attending training on different aspects of child protection. Her paediatric first-aid training is regularly updated.

What does the setting need to do to improve?

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

- improve the organisation of adult-led activities to meet children's individual stage of development, to ensure that all children are highly engaged and focused.

Setting details

Unique reference number	EY416013
Local authority	Oldham
Inspection number	10235460
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 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	20 March 2017

Information about this early years setting

The childminder was registered in 2010 and lives in Chadderton, Oldham. She operates each weekday, term time only, from 7.30am until 5.30pm, except for bank holidays and family holidays. She can provide funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector
Jenny Smillie

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.
- Relevant documents were viewed by the inspector, including the childminder's paediatric first-aid certificate. The inspector also checked the children's daily registers and logs of accidents and injuries.
- The childminder and the inspector evaluated an activity and discussed the impact on children's learning.
- The inspector held discussions with the childminder to assess her knowledge of the safeguarding and welfare requirements of the early years foundation stage.
- The inspector discussed the childminder's curriculum vision and intended learning opportunities for children.
- Parents shared written views regarding the childminder with the inspector.
- The inspector observed the interactions of the childminder with the children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.

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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