

Childminder report

Inspection date: 3 November 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are well cared for and build good relationships with the childminder. The childminder has clear next steps in learning for individual children and tailors her teaching to their needs. This means children are always learning and progressing. The childminder takes into account children's interests. This provides children with a love for learning and makes them feel safe and secure. The environment is inclusive and nurtures children's learning. Children share their love of books with each other, and these are the basis for further learning opportunities. Children share and celebrate their achievements with their parents at the setting. For example, parents attend open days to hear about what children know and can do. This helps children to show pride in what they have achieved and to share this with others.

The childminder prepares children well for their next stage of education. For example, children confidently select their own books and put them in their bookbags. This allows children to build their independence and helps them prepare for their transition on to school. Children's health and oral hygiene is supported. Children brush their teeth with the childminder's help and encouragement, and this is part of their daily routine.

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

- The childminder knows all children's next steps, which are individual to each child. For example, the childminder adapts learning to children's interests when planned activities do not engage them. While the childminder interacts with children, she focuses on their next steps in learning. This means children are learning and developing as individuals at all times.
- The childminder has clear expectations of children. For example, when it is time for outdoor play, she reminds them how they must stay safe by staying together. The childminder supports the children to meet their own wishes to play with the dolls. She speaks to the children and allows them to take the dolls outside for a walk. This shows that children's thoughts and feelings are important and valued, and helps children develop their communication skills.
- Children feel safe and secure. They know the rules and feel comfortable asking the childminder for help when needed; to re-dress the dolls, for example. This shows that children are confident to ask for help.
- The curriculum provided for the children is clear and detailed. The childminder builds on what the children already know and can do and links this to new learning opportunities. For example, the children read a story that mentions shadows. The childminder takes this opportunity for children to explore their own shadows, so their learning is then built on their own experiences.
- The childminder supports children and their parents to access government

initiatives. For example, the childminder has shared information on '50 Things To Do Before You're Five' with families. She works with and encourages parents to share pictures of activities linked to this that they have done. The childminder displays the pictures and regularly talks about them with the children. This shows that the childminder is supportive of the children's education inside and outside of the setting.

- The childminder identifies and supports children with special educational needs and/or disabilities. For example, she displays a visual timetable for children to help them choose activities. The childminder reviews her practice to make sure that she meets all children's needs.
- The childminder incorporates festivals and events into her practice. She celebrates these by preparing crafts for the children to complete. For example, children completed henna patterns for Diwali. However, time is not provided to explore the meaning behind these events to gain a more in-depth understanding. This means children do not always understand what they are celebrating. This does not prepare children for life in modern Britain.
- The childminder is proactive. She is accessing support to further develop her knowledge through many sources, including local authority newsletters, childminder groups and sessions run by the local council. This shows that she is willing to adapt her practice where needed to further support children's learning. However, this learning still needs to be further embedded into practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the signs and symptoms of abuse and her duty in reporting these. She can discuss the 'Prevent' duty and what to be aware of. She understands what steps to take and who to call, if needed, for different scenarios. The childminder keeps registers, with children signed in and out of the house, and records of first-aid incidents. She discusses internet safety with children and parents and delivers the key messages to help keep children safe online.

What does the setting need to do to improve?

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

- continue to implement learning from continuous professional development to further improve the standard of education
- develop the curriculum around equality and diversity so children gain a deeper understanding in these areas.

Setting details

Unique reference number	2599995
Local authority	Oldham
Inspection number	10251548
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	2 to 6
Total number of places	6
Number of children on roll	6
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2020 and lives in Werneth, Oldham. She operates from Monday to Friday, between the hours of 7.30am and 6pm, all year round.

Information about this inspection

Inspector

Sarah Shearman

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 provision.
- The childminder and inspector completed a learning walk together and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out a joint observation with the childminder.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022