

Childminder report

Inspection date: 5 January 2023

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| 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 extremely settled and secure in the childminder's care. They make themselves at home, for example by relaxing in the comfy book area reading their favourite stories. Children thoroughly enjoy the activities provided and are eager to learn. Their learning is further enhanced because the childminder knows the children well and plans activities based on their interests. For example, children with an interest in cars have great fun counting cars on outings. They also sort pretend cars by colour and match different cars. These types of everyday activities help children to develop their confidence in counting.

The childminder supervises children well and provides an established routine. This gives children stability and helps them to understand rules from an early age. For example, they know to tidy their toys away before snack and to sit at the table when they are eating.

Due to the COVID-19 pandemic, some children needed a little support to develop relationships with other children. As a result, the childminder organised the curriculum to support their social skills and interaction with others. For example, she takes them on regular outings where they can mix with other children. This has worked very well in practice. Children are confident, sociable and play nicely together. They genuinely enjoy each other's company.

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

- The newly registered childminder is accurate in her self-evaluation. She knows her strengths and has a clear vision of what she wants to improve. For example, the childminder successfully adapts activities so that children are able to learn new skills. She also undertakes professional development opportunities to keep her knowledge up to date. This has enabled good outcomes for children.
- Children benefit from a language-rich environment. The childminder talks to them at their level and shows a genuine interest in what they say and do. This gives children the confidence to chat about their play. They construct simple sentences and enjoy learning new words, which they use in the correct context. However, the childminder occasionally uses words such as 'fishy' and 'doggy'. Children copy these incorrect words. This does not fully support their speaking skills.
- The childminder is responsive to children's emotions. She gives them cuddles and offers lots of praise, which generates smiles and giggles. The childminder also uses 'emotion discs' to help children convey how they are feeling without using words. This works particularly well when children are tired. Their personal development is promoted very well. Children are happy and secure in the childminder's care, which gives them a sense of belonging.

- The childminder wants all children to enjoy books and stories. Books are readily available for children, which entices them to access books independently. As children read 'Santa is Coming to Oldham', they turn the pages competently, talk about the illustrations and make connections. For example, children talk avidly about the reindeer and recall past events, such as when they also left carrots for the reindeer.
- The childminder provides parents with a summary of their children's progress, which keeps them up to date. She also works closely with parents to plan children's next steps in learning. As a result, children are continually challenged and stimulated. However, the childminder has not forged links with other settings that children attend, to seek information about their learning. This means children do not benefit from continuity in their learning.
- Children have many opportunities to learn about similarities and differences. For example, all children have framed photos of their families. These are displayed on a low-level unit so that children can access them independently. Children hold the photo frames and talk about their families. This helps them to recognise their uniqueness, as well as recognising differences.
- Parents value the childminder and the support she provides. For example, they have welcomed the childminder's advice on how to settle their children to sleep. Parents are delighted with the progress their children make and comment that their children have come on in 'leaps and bounds'.

Safeguarding

The arrangements for safeguarding are effective.

The childminder's risk assessments are effective and help to keep children safe. For example, the water temperature is low so children can wash their hands independently and safely. The childminder cuts fruit, such as grapes, into small pieces and also supervises children while they are eating. This helps to minimise the risk of children choking. The childminder has attended child protection training, which keeps her knowledge current and up to date. She also understands the procedures to follow if she has any concerns about a child's well-being. The childminder implements her mobile phone policy, which is shared with parents. As a result, children's safety and well-being are fully assured.

What does the setting need to do to improve?

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

- build links with other settings that children attend to promote continuity in their learning
- model how to say words correctly to enhance further children's speaking skills.

Setting details

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| Unique reference number | 2611909 |
| Local authority | Oldham |
| Inspection number | 10264304 |
| 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 2 |
| Total number of places | 6 |
| Number of children on roll | 4 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2020 and lives in Lees, Oldham. She operates during term time only from 7.30am until 6pm, Monday to Thursday.

Information about this inspection

Inspector

Tricia Graham

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.
- The childminder and the inspector completed a learning walk.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' testimonials. The inspector also spoke to one parent.
- The inspector spoke to the childminder and children throughout the inspection.
- The childminder and the inspector carried out a joint evaluation of an activity.
- The inspector reviewed some documents, including the childminder's first-aid certificate.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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