

# Childminder report

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Inspection date: 11 April 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 Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter the setting excited to start their day. The childminder greets them with a welcome song. Children join in happily as they sing 'hello' to all their friends. They explore the environment freely and choose resources to play with. Children are confident to express their wants and needs to the childminder. They are secure and have a good sense of belonging.

The childminder has high expectations for what she wants the children to learn, which results in eager learners. Children demonstrate a love of reading and are developing their early literacy skills. The childminder introduces new language to children. For example, she has created a social environment where children openly communicate with the childminder and their peers. Children are learning the skills they need to be fluent communicators.

Children behave well. The childminder sets clear expectations and children are aware of their boundaries. She is warm and caring towards the children and they respond well to this nurturing support. The childminder role models how to be respectful to others. When the children are asked to do something, they listen straight away and are always happy to help. Children are developing a good understanding of respect and care for others.

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

- Following a recent incident where a child was not in sight of the childminder for a short period of time, the childminder has taken prompt action to stop this from happening again. She has reviewed the procedures she follows while on outings to ensure that children are always within sight and hearing of her. These safety measures help to keep children safe.
- Overall, the childminder supports children's language development. She pronounces words back to children, so they hear the correct pronunciation. The childminder and the children have ongoing interactions about what they are doing. She asks them thought-provoking questions. However, occasionally, the childminder does not give children enough time to respond before she provides them with the answer. This deters children from developing their thinking skills further.
- Children gain knowledge of mathematical concepts. They weigh objects on scales, which helps them to learn about weight. The childminder introduces new language, such as 'heavy' and 'light'. Children demonstrate their understanding by stating, 'This side is heavier' as they add more items to the scales. Children are also developing their abilities to make comparisons between objects.
- Children demonstrate a love of books. They sit cuddled up with the childminder as she reads them their favourite stories. Children look at books independently

and carefully turn the pages. They are developing their understanding of how to handle books.

- The childminder has high expectations for children's behaviour. She is a kind and caring role model for children. As a result, children build respectful relationships with their friends and adhere to the rules. For example, they gently remind each other to use 'kind hands'.
- Children demonstrate strong engagement in their learning. They spend long periods of time exploring the activities and experiences the childminder sets out for them. Children are building a positive attitude to learning.
- Independence is well promoted. Children show a can-do attitude as they put on their coats and shoes. They also use cutlery skilfully as they cut up fruit for their snack. These experiences also help children to be proficient in their self-care skills.
- The childminder positively encourages children. For example, when children are unsure about trying something, the childminder encourages them to keep going. She also assists children in assessing their own risks. This helps children develop confidence in themselves.
- Partnership with parents is strong. Parents say that children are developing well since being with the childminder. The childminder assesses children's capabilities and shares this information with parents. This helps them to support their children's next steps at home.
- Since the COVID-19 pandemic, the childminder has created a strong intent to how she supports children's learning. She knows what she wants children to achieve based on where she feels COVID-19 has affected the children the most. For instance, children are taken on regular outings to help build their social and communication skills. This helps to support children's development so that they reach their potential.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates a good understanding of safeguarding children. She shows awareness of signs of abuse and knows the appropriate action to take when there are concerns regarding a child. The childminder is aware of the procedure to follow if someone makes an allegation about her or a member of her household. She has also reflected on the procedures and risk assessments that she carries out while on outings. She has tightened these procedures to ensure that children are adequately supervised at all times. Children are safe in the childminder's care.

## What does the setting need to do to improve?

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

- improve questioning skills to further develop children's thinking.

## Setting details

<b>Unique reference number</b>	510175
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10284278
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	12
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	13 December 2018

## Information about this early years setting

The childminder registered in 1994 and lives in Oldham, Lancashire. She holds an appropriate early years qualification at level 3 and occasionally works with an assistant. The childminder operates all year round, from 7am to 5pm, Monday to Friday, except for family holidays. The childminder provides funded early education for two- and three-year-old children.

## Information about this inspection

**Inspector**  
Joanne Valek

## 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 provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to 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 inspector observed the interactions between the childminder and children.
- The inspector carried out joint observations of group activities with the childminder.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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