

Childminder report

Inspection date: 23 August 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children happily explore the child-centred environment. There are extensive opportunities for children to make choices in their play. Children are settled and form secure relationships with the childminder. They come to the childminder for cuddles if they feel tired. The children access a broad curriculum that builds on what they know and can do. While building with wooden blocks, children spontaneously sing songs about London Bridge. Children communicate well together, making animal noises, as they explore small-world characters. The children have a keen interest in books and eagerly interact with a story about a tiger. They help to turn the pages of the book, listening intently, and use props to deepen their understanding of the story.

Children have opportunities to play outside in the well-equipped garden. This is particularly beneficial for children who cannot access outdoor play at home. Children also help grow fruit and talk about where the food comes from during snack time. At other times, children show confidence to take managed risks as they climb the slide. Due to the impact of the COVID-19 pandemic, the childminder provides children with greater support for their confidence and self-esteem. Children enjoy activities that relate to their feelings. As a result, gaps in children's learning quickly close.

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

- The childminder has a clear focus for the curriculum she provides. The curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND). This is embedded in the curriculum and practice. The childminder ensures children with SEND access necessary support from relevant professionals, and she provides targeted learning activities to ensure children make good progress from their starting points.
- Children's speech, language and communication is supported by hearing a rich variety of vocabulary through conversation with the childminder. However, she does not always model the correct pronunciation of words. This means children do not hear language that helps them develop their speech.
- The childminder helps children learn about different cultures and communities. She teaches them about similarities and differences to promote equality and diversity. The children explored 'Pride' as a topic, making flags and sharing stories about families with two dads. This prepares 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 them about good oral hygiene, and the children take part in daily supervised tooth brushing.
- Children enjoy being physically active. They visit local parks and indoor play

centres that support them to further manage physical risks and develop their gross-motor skills with a variety of activities, such as running, climbing and balancing.

- Children are learning to be independent. For example, children are praised and encouraged to wash their hands, and babies are supported to feed themselves. This helps children become confident in their emerging self-care skills. They are well prepared for the next steps in their education. This is echoed by feedback from the local schools children will attend when they are ready.
- The childminder engages in training opportunities that have a positive impact on the children. However, the childminder has not yet focused on professional development in accordance with the areas identified as requiring additional support in order to raise the quality of teaching to the highest standards. This is particularly so for the curriculum in support of helping children to understand how to keep themselves safe online.
- Partnerships with parents are good. The childminder keeps parents informed about their children's progress and development. She regularly shares photographs of children enjoying activities electronically. Furthermore, parents report that the childminder's positive approach to supporting children's behaviour impacted well on children's attitudes at home.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of the signs of abuse and how to report any concerns. She also has a strong understanding of a wide range of safeguarding topics that pose a risk to children. She teaches children how to keep themselves safe. For example, she talks to children about germs that can make them sick if they put objects in their mouths. The childminder ensures babies have a safe place to sleep and checks on them regularly. She teaches children how to stay safe when it is warm, and she provides innovative ice-play activities that keep children cool in hot weather.

What does the setting need to do to improve?

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

- consistently model the correct pronunciation of words to ensure children learn to say them correctly
- undertake further professional development opportunities that helps to widen even further the curriculum for supporting children's awareness of online safety.

Setting details

Unique reference number	301246
Local authority	Oldham
Inspection number	10128942
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 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	16 June 2016

Information about this early years setting

The childminder registered in 1995 and lives in Springhead, Oldham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Gill Blackwell

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 provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is 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 the 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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