

Childminder report

Inspection date: 10 October 2023

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

The childminder listens to children and creates experiences based on their interests. This supports children to be engrossed in their play. The childminder and children enjoy their time together and take pleasure in making jokes where they laugh together. Children are happy and safe in the childminder's care and they are confident to tell her about the things they want to do. The childminder encourages children to work together and take turns. She also explains why certain rules are in place. This supports children to build good relationships with the childminder and each other. Children play together nicely, demonstrating an understanding of the needs of others.

The childminder has high expectations of children. For example, she encourages them to put away toys when they have finished playing. Children happily follow the instructions and take care of the environment in which they play. Children demonstrate positive attitudes to learning and are eager to join in with a wide and varied range of experiences. For example, children show that they know the routine and where toys belong. They also prepare for the next activity as they gather together the things they need. This demonstrates their growing independence.

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

- Children are making good progress in developing their communication and language skills. For example, the childminder reads children stories and they anticipate what might happen next. Children also use props to act out the story. This helps them to understand about when, where and why things are happening.
- The childminder has created an effective curriculum that helps children understand about the world around them. For example, they undertake a treasure hunt in the garden, where they find a range of different creatures. This supports children to understand about the natural world in which they live.
- The childminder enhances children's curiosity. For example, children experiment with sticks, stones, porridge oats and lentils as they re-enact making 'Gruffalo crumble'. This encourages children to test out their own ideas and use their imagination.
- The childminder has plans in place to undertake mandatory training, such as safeguarding. However, she does not have a highly focused plan for professional development in order to help her continuously improve her teaching. This means there are some small areas of the curriculum where children do not receive specific knowledge.
- The childminder implements a range of experiences to enhance children's mathematical knowledge. For example, she encourages children to find objects

that are 'underneath' and 'behind' other objects. This helps children to develop their problem-solving skills.

- Children demonstrate strength, balance and coordination when playing. For example, they climb up the ladder to the top of the slide and negotiate climbing frames with control. This helps them to be physically competent and contributes to a healthy lifestyle.
- The childminder builds good relationships with parents. For example, she provides parents with stories and props for children to use at home. This helps children to receive a consistent approach to their education.
- Partnerships with other settings that children attend are effective. For example, the childminder and teachers at schools talk about children's learning and development stages. They work together to help children achieve their next stage in learning and development.
- The childminder enhances children's personal, social and emotional skills. For example, they participate in activities in the community where they socialise in larger groups. This helps children to be confident in a range of different situations.
- The childminder supports children to be ready for their next stage of learning. For example, she encourages children to put on their own coats and shoes and use the toilet independently. This increases children's ability to do things for themselves and builds their independence.
- The childminder encourages the children to think of solutions to problems. For example, she encourages children to think about where seals might live and how they might build an enclosure for them. This supports children to make decisions about how to approach and solve a task.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep the children in her care safe. She has a secure knowledge of the signs and symptoms that might indicate that a child is at risk of harm. She knows what to do if any concerns arise about children who she cares for. She is clear on the procedure to follow if an allegation of abuse was to be made against her. The childminder supervises children well to ensure that they are safe in her care.

What does the setting need to do to improve?

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

- enhance professional development opportunities to further improve teaching and learning.

Setting details

Unique reference number	EY452572
Local authority	Oldham
Inspection number	10289196
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	3 to 9
Total number of places	6
Number of children on roll	9
Date of previous inspection	15 November 2017

Information about this early years setting

The childminder registered in 2012 and lives in Oldham. She operates all year round, from 8am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Joanne Ryan

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 showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- 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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