

Childminder report

Inspection date: 23 January 2024

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

Children are happy and show they are comfortable in their surroundings. They move around the room with confidence, choosing what they want to play with. Children show high levels of engagement as they play and follow their own ideas. They giggle with delight as they pop bubbles with their fingers and say, 'Pop, pop, pop.' As they play, they develop their small-muscle skills as they learn to blow bubbles with the wand.

The curriculum is sequenced well to build on what children know and can do over time. The childminder places a strong emphasis on communication and language. Throughout activities, she encourages children to participate in two-way conversations. The childminder allows children time to think and respond when asking them questions. This helps to promote confident communicators.

Children behave very well. The childminder is a good role model. She talks to children in a calm tone and encourages good manners and sharing through their play. Children follow rules and boundaries with ease and feel safe and secure in their surroundings. They follow instructions well throughout the day. Children show positive attitudes to learning and develop a good sense of responsibility.

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

- The childminder provides the children with exciting activities. She follows their interests and builds on what they already know and can do. For example, she helps to extend the children's hand-to-eye coordination and control when using tools. The childminder introduces the children to a magnetic fishing game. The children are enthusiastic as they play the game. They learn to control the fishing rod and catch the fish. They are full of excitement and proud of their achievement as they shout, 'I've done it.'
- Mathematics is weaved throughout the activities of the day. The childminder skilfully role models the use of numbers in children's play. Children count confidently and talk about quantity. For instance, they carefully count how many dots are under each fish after taking part in a game with the childminder. This shows a good level of awareness of simple addition. Children are acquiring early mathematical knowledge in preparation for later learning.
- The childminder reads to children and has an assortment of interesting books. She supports them to develop their listening skills. She uses props to engage children further, and they especially love 'The Very Busy Spider' story. She recites nursery rhymes and sings songs, which helps them build their vocabulary.
- The childminder knows children well and provides a range of activities that children enjoy, such as role play. Children show good perseverance and concentration as they cut up pretend fruit using a wooden knife. She encourages

language and vocabulary by teaching the children new words, such as 'courgette' and 'aubergine'.

- The childminder gathers information from parents about what children know and can do at home. She can adapt play activities to support children's development. However, the childminder's assessments are not precise enough for some children's next steps, across some areas of the curriculum, to help them move beyond their already good progress.
- Children have good opportunities to socialise with other children and benefit from a broad range of first-hand experiences. For instance, children participate in a variety of weekly sessions in their local community. They attend different stay-and-play sessions and enjoy library visits. This helps to build children's confidence and provides valuable opportunities for social learning.
- Children have opportunities to develop their knowledge of the world around them. They follow a squirrel as it runs across the path and along the fence. The childminder supports the children to help feed the squirrels. The children watch as the squirrels hide their food away. This helps children develop respect for the natural world.
- Parents value the warm and nurturing environment that the childminder provides for their children. They report that communication from the childminder is strong. For example, she shares photos with them daily, and she plans trips and outings that extend their children's experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- use assessments more precisely to identify and target areas of the curriculum that require further development.

Setting details

Unique reference number	961239
Local authority	Oldham
Inspection number	10304926
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	1 to 8
Total number of places	6
Number of children on roll	6
Date of previous inspection	6 February 2018

Information about this early years setting

The childminder registered in 1989 and lives in Oldham, Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Lisa Grundy

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 inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector observed activities and the interactions between the childminder and children.
- The inspector held discussions with the childminder about how she meets the range of needs of the children.
- The inspector took feedback from parents to seek their views.
- The inspector held discussions with the childminder about her professional development.
- The inspector looked at relevant documentation.

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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