

# Childminder report

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Inspection date: 8 February 2024

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The childminder has created an ethos of kindness and respect, where all children are valued and celebrated in this setting. Children are greeted warmly when they arrive and are soon happy and confident to leave their parents and go to play with their friends. This shows that they feel safe and secure. Children flourish in the care of this knowledgeable and highly skilled childminder.

The childminder plans many exciting learning experiences for children which helps enhance their development. Children talk enthusiastically about their recent trip to a Chinese supermarket, pointing to themselves on photographs of the visit. They concentrate hard as they use chopsticks to try to pick up interesting objects in a tray full of rice. Children enthusiastically trace patterns in the rice with their fingers. This develops the muscles in their hands in preparation for early writing and supports them to improve their fine motor skills.

The children listen carefully to the childminder as she reads a story about a dinosaur. The childminder encourages the children to discuss the new vocabulary in the story, such as the words 'lava' and 'gigantic'. She makes sure that all children have a turn to speak and gives them plenty of time to think about answers to questions. This ensures that children's language and vocabulary develops well.

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

- The childminder has thought carefully about the curriculum intent and overall, has developed the environment well. Books are thoughtfully displayed and are accessible to children. This helps to encourage their interest in early reading. However, some parts of the environment do not fully support the intentions of the curriculum. That said, children are motivated to learn and in the main, do access many interesting objects and toys.
- The childminder takes the children on a wide range of trips and visits. She has a keen focus on helping children to understand about the area in which they live. For example, they visited a local fire station and a Chinese supermarket. This helps to develop their understanding of the world and builds their confidence in new situations. Children are helped to make progress, in readiness for future learning.
- The childminder is an excellent role model. She is patient and kind and clearly loves her time with the children. Children are polite and friendly towards each other. Minor disagreements occasionally happen, for example when two children want the same toy. However, the childminder steps in quickly and gently reminds them to share. She encourages children to think about how their actions make others feel. This helps children to develop a sense of right and wrong.
- Children benefit from the regular routines which the childminder has in place.

They quickly sit down at the table at snack time. Children helpfully give plates and knives to their friends, who politely thank them. Children butter their own toast and pour their own water from a jug. They cut up bananas and carefully tip blueberries into individual bowls. This supports them to develop their independence skills well.

- Children enjoy learning about how to keep themselves healthy. They help themselves to regular drinks of water when they are thirsty. They sit down with the childminder and watch as she demonstrates the correct teeth brushing technique on a giant set of teeth. They then carefully brush their own teeth for two minutes, supported by a giant sand timer and encouraged and praised by the childminder. This helps children to learn how to keep their teeth healthy.
- The childminder uses her professional knowledge and experience highly effectively to identify when children may have barriers to their learning. She then pro-actively seeks early help and advice from other agencies. She shares information, carefully monitors progress and works in a positive partnership with parents and other professionals. This supports all children, including those with special educational needs and/or disabilities to make very good progress. This early identification also supports children to be well prepared for their next stage of education, such as starting school.

## **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:**

- refine the planning of the environment to consistently support the curriculum intent.

## Setting details

<b>Unique reference number</b>	EY499476
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10311954
<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 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	16 April 2018

## Information about this early years setting

The childminder registered in 2016 and lives in the Royton area of Oldham. She operates Monday to Friday, from 7.30am until 5.30pm, all year round, with the exception of bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Sarah Gower-Jones

### 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.
- The childminder and the inspector discussed how the childminder organises their early years provision including the aims and rationale for their EYFS curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- The inspector spoke to several parents and other professionals during the inspection and took account of their views.
- 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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