

Childminder report

Inspection date: 25 April 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

The childminder provides children with a home-from-home environment. Children are happy and feel safe in the care of the nurturing childminder. They regularly embrace her with cuddles and snuggle up to her while looking at stories. In the main, the childminder plans an ambitious curriculum, which keeps children interested and motivated to learn. Children enjoy the array of activities and learning experiences that the childminder provides. Younger children giggle with delight while playing with cause-and-effect toys. Older children enjoy filling containers with water and are enthralled while searching for insects.

The childminder is a good role model. She has high expectations for children's behaviour and helps them to understand right from wrong. Children show excellent behaviour. Overall, they have positive attitudes towards their learning and are keen to try new things. For example, they are eager to explore magnifying glasses and they talk about what they see.

The childminder teaches children incredibly well about healthy living. She reinforces good hygiene practices and talks to children about oral health. Children learn why it is important to visit the dentist and how to care for their teeth. The childminder encourages children to become independent from a young age. Children help to tidy toys away and put on their own coats. They develop the necessary skills in readiness for their eventual move on to school.

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

- The childminder is passionate about improving outcomes for children. She uses self-evaluation incredibly well to devise purposeful intervention plans. For example, she has redeveloped the learning environment to ensure that children can access a wide range of toys independently. The childminder demonstrates a strong capacity to bring about change.
- Overall, the childminder uses what she knows about children to provide them with a broad curriculum. She takes children on visits to the local park, to woodlands and to play centres. Children relish these experiences. However, on occasion, the childminder intervenes too often in children's play and does not allow them time to freely explore their own ideas. This means that some children do not always develop critical-thinking skills during their play.
- The childminder keeps her mandatory training up to date and seeks out further ways to develop her practice. Training on mathematics has enabled her to think carefully about how she includes numbers in everyday situations. For example, she encourages children to count while singing nursery rhymes and during snacktime. Children count with accuracy and show good number recognition skills.

- The childminder supports children's communication and language skills effectively. She introduces new vocabulary and listens to children with interest. Children join in with songs and rhymes. The childminder supports children who speak English as an additional language very well. She uses key words in their home language and has effective intervention plans in place. Children who speak English as an additional language gain a good command of English.
- The childminder promotes children's love of reading effectively. She provides children with age-appropriate texts and reads to them with animation. Children enjoy looking at books and talk about the characters. They visit the local library and take books home to read. Children learn that print carries meaning.
- Children enjoy spending time playing outdoors. They engage in ring games and like to play with footballs. Children use play equipment with confidence and cheer while using the slide. They show good levels of physical dexterity and perseverance.
- The childminder supports children to understand mutual respect and kindness. Children follow rules and show care towards others. They manage their feelings incredibly well and are confident to talk about their emotions. Children give their friends cuddles. They have a strong sense of belonging and are resilient individuals.
- The childminder teaches children about similarities and differences beyond their own experiences. Children look at their reflections in mirrors and talk about some of the ways that they are unique. They learn that each person is different and embrace individuality. Children learn about different families, such as how some children might have two mums.

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:

- allow children more uninterrupted time to freely explore, investigate and try out their own ideas, to better support their critical-thinking skills.

Setting details

Unique reference number	EY295286
Local authority	Oldham
Inspection number	10335287
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 11
Total number of places	6
Number of children on roll	11
Date of previous inspection	11 June 2018

Information about this early years setting

The childminder registered in 2004 and lives in the Failsworth area of Oldham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector took account of the views of parents and carers.
- The inspector carried out a joint observation with the childminder.

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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