

Childminder report

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

The provision is good

The kind and experienced childminder carefully plans her curriculum to develop children's speech and imaginations. Children are delighted as they explore items in the dressing-up box. Their conversation bubbles as they discover hats, long gloves and jackets. The childminder extends children's vocabulary by saying the clothing makes the children look 'powerful'. Children copy this new word as they play. Young children pick up a phone and babble as they hold it to their ear. The childminder encourages them to say 'hello'. They smile as they repeat this word. Children are confident and they communicate well.

The childminder knows the importance of developing social skills in readiness for school. She gives children clear and consistent messages about turn-taking and using 'kind hands'. Children respond well. They consider their friends as they play. For example, they listen to each other and share resources. Children show lovely manners as they welcome visitors. Their behaviour is good. The childminder helps children to consider risks. For example, she reminds children to walk slowly down a step, which children do. Children learn to think about their safety. The childminder works with an assistant. They spend time getting to know children's likes and interests. This helps them to build strong and loving bonds with children. As a result, children are confident and happy in their care.

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

- The childminder has a clear vision to support children in readiness for school. She works with her assistant to plan a curriculum which builds the skills children will need. For example, children develop self-care skills as they prepare snacks. They learn to work together as they unfold a blanket and lay it flat for everyone to sit on. Children make progress with skills that will support their eventual transition to school.
- Reflection and research are used by the childminder to review her practice and to make plans for improvement. For example, following research, she has added more real objects to the learning environment. She has noticed that this has encouraged children's imaginative play and has helped to develop their language. The childminder shares her learning in weekly discussions with her assistant. This helps to provide consistency for the children.
- Children are excited to play outside. The curriculum is carefully planned to build children's physical skills. For example, children use a range of wheeled toys as they learn to balance. They roll large tyres, developing their large muscles, and they carefully build with bricks to help their hand-eye coordination. Children's physical development is good.
- The childminder promotes children's knowledge of healthy lifestyles. For example, following exercise, children lie on the floor and feel their heart beat.

They say it is 'thumping'. Children know that being quiet for a short time makes their heart beat more slowly. In addition, the childminder talks to children about foods that are good for their bodies. Children recall that eating broccoli helps them to build their muscles. Children have an understanding of ways to keep their body healthy.

- The childminder has a consistent routine. Children are familiar with the routine and they anticipate what will happen next in their day. For example, children know they wash their hands after playing outside. However, on occasion, the routine is less organised, and during these times some children lose interest. For example, children wait a long time before going outside to play. As a result, they become restless and are less responsive to staff requests.
- The childminder plans her curriculum to encourage children's listening skills. For example, she provides learning experiences where children follow instructions. While planting seeds, they listen carefully to the options before choosing which seed they want to grow. Children learn to listen and follow a series of instructions.
- The childminder uses books regularly throughout the day. She skilfully encourages children to consider what might happen next in a story. Children develop their thinking skills. In addition, the childminder relates to stories during play. For example, children collect long strings of ivy. The childminder reminds children of the story where Jack climbs a beanstalk. Children hold the ivy up to see if it is as tall as the beanstalk in the story. This helps children to develop skills where they can compare. The childminder extends this further, asking children if they can use the ivy as a measure. Children test if the ivy is taller than the people around them. Children learn to test and try out ideas.
- The childminder and her assistant identify children's needs swiftly. For example, where children are not developing as expected, they discuss this with parents. Where appropriate, they request additional support. For example, where speech is not developing as expected, the childminder discusses a hearing test and speech and language support. This early identification helps children to get prompt support. Children make good progress.

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:

- consider the organisation of the curriculum, especially during transitions, so that children remain engaged and responsive to staff at all times.

Setting details

Unique reference number	EY501170
Local authority	Oldham
Inspection number	10335255
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 7
Total number of places	12
Number of children on roll	10
Date of previous inspection	8 June 2018

Information about this early years setting

The childminder registered in 2016 and lives in Shaw, Oldham. She works with an assistant. The childminder holds an early years qualification at level 3. She operates all year round from 7.30am to 5.30pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- Children spoke to, or communicated with, the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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