

# Childminder report

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Inspection date: 25 April 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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The experienced childminder provides a welcoming setting where children are eager and happy to attend. She knows children well, and this helps her to provide a curriculum that all children engage with. Children choose where to play and the childminder joins them, skilfully supporting their learning. For example, when children choose magnetic building blocks, the childminder talks to them about the different ways they could connect the pieces. She encourages children to problem-solve as they persevere in carefully joining the blocks together. The childminder knows this activity will help children to build their coordination and dexterity. Additionally, she considers the importance of building children's language and communication, and she sequences their learning well. For example, the childminder helps young children to copy single words. During play, she offers older children new words, such as 'balance' and 'push'. Children build their vocabulary, and they make good progress with their speech.

The childminder has high expectations for good behaviour, and children respond well to the consistent boundaries in place. She is sensitive as she supports children. For example, the childminder explains to children the importance of turn-taking when using outdoor equipment. She holds their hands, giving reassurance that their turn is next, which helps them to wait patiently. They show lovely manners, saying 'please' and 'thank you' to each other during play. Children are developing positive behaviours and attitudes to learning.

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

- The childminder knows the importance of building children's social skills. She meets regularly with other childminders so that children have opportunities to socialise. The childminder models turn-taking and involves children in group games. As a result, children play well together, and they form friendships with their peers.
- Self-care and independence are taught well. For example, the childminder helps young children to wash their hands while encouraging older children to wash their hands independently. In addition, she encourages children to persist with tasks, such as putting on their shoes. Children are delighted with their achievements, which also means they are developing in confidence.
- Physical development is well considered in planning the curriculum. The childminder provides the kind of experiences needed to support children's coordination and strength. For example, children handle utensils that support small-muscle development as they scoop and pour rice. Children also enjoy opportunities that promote the development of their large muscles. They learn to climb, balance and jump.
- The childminder assesses well and knows children's current learning needs. She

observes children and uses this information to plan their next steps. Where there are gaps in learning, the childminder works closely with parents and other professionals, such as health visitors. Children then benefit from targeted support, which helps them make good progress from their starting points.

- The childminder works closely with parents. She shares information with them about children's development and to support specific skills, such as holding a pencil correctly or toilet training. However, the childminder has not yet developed effective partnerships with other settings that children attend. Children's learning and teaching between settings are not shared to help reinforce and build on new knowledge and skills as seamlessly as possible.
- The childminder makes good use of her observations to build on children's current knowledge. For example, when she observes that children use the names of familiar colours with confidence, she begins to expand on this by encouraging children to identify and discuss different colours. Children discover the colour silver on their shoes. This approach helps the children to continuously know and understand more.
- The childminder wants children to be confident. She supports them as they learn ways to express themselves. For example, children have a tremendous time as they pull faces to show different emotions. In addition, the childminder uses stories to help children relate to feelings. Children are able to name and express their feelings. This helps them to regulate their behaviour.
- The childminder keeps her essential knowledge up to date. She has completed all mandatory training and uses conversations with other childminders to support her professional development. However, the childminder does not precisely target her development to help her to continually improve her curriculum to help promote the best outcomes for the children that attend.

## **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:**

- strengthen links with the other settings that children attend, so that children benefit from consistent and sequenced teaching that continuously builds on what they know and can do
- sharply focus professional development so that it is precisely targeted on making improvements to the curriculum, to further improve outcomes for children attending.

## Setting details

<b>Unique reference number</b>	EY318196
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10335514
<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>	1 to 3
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	19 June 2018

## Information about this early years setting

The childminder registered in 2006 and lives in Chadderton, Oldham. She operates all year round, from 7.30am to 5pm, Monday to Friday, 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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.
- Children communicated with the inspector during the inspection.

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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