

# Childminder report

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Inspection date: 15 May 2024

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**Overall effectiveness** **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children have lots of fun in the childminder's care. The childminder ensures that her home is safe and warmly welcomes children in. She takes time to get to know children and families very well and adapts her approach to ensure that each child's individual needs are met.

The childminder's broad curriculum is effective in promoting children's natural curiosity of the world around them. Each day, the childminder takes children on exciting outings to places of interest in the community. She introduces children to a wealth of knowledge of nature and further develop their understanding of the world. For example, she takes children to visit local streams, woodlands and farm parks. The childminder encourages children to reflect on these experiences and build on past knowledge. Following a trip to the local farm, the youngest children remember the names of animals such as 'lamb', and older children recognise birds in the garden.

Children play pleasantly together. They form secure friendships and recognise siblings and family members of each other. Many children have siblings who have previously been cared for by the childminder. When looking at photos, children recall memories and talk about them. The childminder's consistent boundaries help children to behave well, and they are keen to help and please the childminder.

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

- The childminder establishes secure and trusting relationships with children. She helps new children to settle in quickly. Children demonstrate a good sense of belonging and enjoy the company of the childminder. On morning drop-off, children discuss height measurements of themselves and their siblings, which are displayed in the childminder's home, with their parents. Children feel reassurance and secure in her home.
- The childminder has a clear curriculum. She knows children well. The childminder plans learning experiences that are based on children's interests, current level of development and what they need to know next. She has good knowledge of child development and regularly assesses what children know and can do. The childminder uses this information to plan for children's individual next steps in learning. Children make good progress.
- The children enjoy looking at familiar books independently and with the childminder. Books are easily accessible so that children can make their own choices. The children have favourite books, and these link to their learning and broaden their life experiences. For example, the childminder shares stories about a famous athlete, and the children learn about the effects exercise has on their bodies. This helps to develop an early appreciation for books.

- The childminder supports children's speech and language development effectively. She models language well. She talks to children during their activities and pronounces words clearly so that they hear the correct way to say them. The childminder notices any differences in children's communication and discusses this with parents. She then puts simple targets in place to support children to progress and develop well. Gaps in children's learning are recognised and closed swiftly.
- Parents comment positively about the childminder. They say that she gives children lots of attention and makes the effort to know them as individuals. The childminder talks to parents and shares photos of activities that children take part in. This helps to keep parents informed about their children's day. However, when children move on to school, the childminder does not share information with teachers about children's learning to provide consistency in their learning and development.
- The children benefit from visiting local groups, and the childminder regularly meets with other local childminders and the children in their care. This gives children a chance to meet children and adults who are different to them. This also helps to promote children's social skills and their sense of self in the local community.
- The childminder continues with her own professional development. For example, she attends training courses about safeguarding. This helps her to identify, understand and respond to signs of possible abuse and neglect. She knows who to notify if she has a concern about a child's safety and welfare to help ensure that children are always kept safe from harm. The childminder meets with other childminders to share ideas about enhancing her practice.

## **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 partnership working with other settings children attend or are due to attend to promote continuity in their learning and development.

## Setting details

<b>Unique reference number</b>	301344
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10335285
<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>	4
<b>Date of previous inspection</b>	11 June 2018

## Information about this early years setting

The childminder registered in 1994 and lives in Greenfield, Oldham. She operates all year round, from 7.45am to 6pm on Monday to Friday, except for bank holidays and family holidays. The childminder offers funded places for three-year-old children.

## Information about this inspection

### Inspector

Stacey Wendrenski

## 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 it is safe and suitable.
- 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 the inspector about what they enjoy doing while with the childminder.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- 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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