

Childminder report

Inspection date: 12 July 2024

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

The childminder and her assistant create a nurturing and calm environment where children feel safe and secure. The childminder introduces new visitors to the children and provides them with reassurance when they become shy. She supports their emotional development well. This helps the children to feel safe and at ease so they can explore the activities with confidence.

The childminder is kind and caring and is a positive role model for good behaviour. She praises the children for their helpful and kind behaviour and talks to them about sharing and turn-taking. This helps to promote their self-esteem. The children play together very well and close relationships are evident. The childminder is very calm and sensitive in her approach. This helps to promote children's good behaviour and emotional security.

The childminder knows and understands the children very well. She is sensitive to all the children's needs and backgrounds. She collaborates closely with parents and uses shared information well to support all children. The childminder provides a varied curriculum with high expectations for all children. She helps children to learn positive social skills. They play well with their friends and attend regular outings, such as to dance lessons and group childminding sessions. Children make good progress from their starting points and are well prepared for school.

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

- The childminder gathers information effectively when children first start. She and her assistant have meaningful conversations with parents to ensure that they have a clear understanding of each child's starting points and family needs. The childminder and the assistant use this to plan effectively for children's learning. They focus intently on children's interests, what they currently know and what experiences they have had in their lives. This insight informs the planning of activities and experiences, and helps all children to acquire the necessary skills to support their future learning.
- The childminder encourages children to choose favourite books for story time. Adults read enthusiastically to the children. They demonstrate different actions to support their understanding of words, such as big and tiny. Children listen carefully and join in with repetitive phrases. They demonstrate good listening skills, sit well and focus on what is being read to them.
- Parents compliment the childminder on the experiences provided for children. They speak highly of the varied outings and activities that support their children's development and expose them to new things. Parents value the regular updates they receive about their children's progress. The childminder shares things that they can do to further support children's learning at home.

For example, the childminder provides tips on supporting children's toilet training. This collaborative learning environment helps children to make good progress.

- The childminder promotes children's communication and language skills well. She makes sure that she and her assistant are attentive to children's questions and requests. They comment on their play, listen and respond appropriately. The childminder models new words and language clearly, especially for children who are learning to speak English as an additional language. Children readily repeat the words and become more confident in their communication. This further supports their developing language skills.
- The childminder places sharp focus on ensuring that children remain safe in her care. She implements robust risk assessments and makes sure that she and her assistant have a very good understanding of safeguarding issues, including how to manage any concerns. The childminder and her assistant also complete regular first-aid training to keep their knowledge up to date.
- The curriculum is designed to promote children's physical development through everyday activities. In addition to outings that promote their large-muscle development, the childminder encourages children to put on their own aprons ready to paint or to butter their own bread for sandwiches. There are times however, that the childminder does not carefully consider how to build children's small-muscle skills even further, to promote as much progress as possible.
- The childminder reflects on and evaluates some areas of her practice to help her maintain good-quality provision for children. However, she does not target professional development as well as she could to support further improvement. The childminder does not focus enough on the planning of the curriculum and how to further extend the teaching skills and knowledge of herself and her assistant. As a result, there are minor gaps in the sequencing of the curriculum which prevent children learning as securely as they could.

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:

- focus professional development to help further develop the quality of education and the delivery of the curriculum in a well-sequenced way.

Setting details

Unique reference number	EY344785
Local authority	Oldham
Inspection number	10347003
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 10
Total number of places	6
Number of children on roll	13
Date of previous inspection	29 August 2018

Information about this early years setting

The childminder registered in 2006 and lives in Oldham. She operates all year round, from 7.30am to 5.30pm Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant.

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 they are 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 during the inspection.
- The inspector observed the interactions between the childminder and her assistant 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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