

# Childminder report

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Inspection date: 15 July 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**

The childminder supports children to settle quickly. Children demonstrate that they feel happy and safe in the care of the kind and knowledgeable childminder. They are familiar with the childminder's routines. For example, children collect their shoes and try to put them on when it is time to play outside. Parents describe the setting as 'home from home'. They say their children are eager to attend. The childminder sequences the curriculum well. She focuses on developing children's key skills in readiness for the next stage in their learning. All children make good progress from their starting points. Children are kind and considerate towards each other. For example, older children show care for younger children. They pass toys that younger children point to. Children behave well. They copy the kind behaviour modelled by the childminder.

Children benefit from many activities and outings during the week. The childminder uses outings to build children's knowledge of things such as road safety. For example, they look for the lollipop warden to cross the road. Children begin to understand that this is a safe place to cross. Furthermore, children go to toddler groups where they learn to socialise with a larger groups of children. They attend singing and rhyme sessions. This helps younger children to hear and develop new words. Older children recall familiar songs and stories. Opportunities, such as these, also help to develop children's early language skills.

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

- The childminder targets her own professional development to improve practice. For example, following recent training she has adapted her interactions to allow children more time to think before they respond in conversation. She has noted that this helps enhance children's communication skills. In addition, the childminder uses professional conversations with other childcare professionals to share good practice. This approach enables the childminder to consistently review and enhance her provision in order to meet children's individual needs.
- Children's physical development is good. Children benefit from time outdoors where they practise skills such as balancing and climbing. The childminder plans for children to develop their small finger muscles, for example, as they manipulate dough. Children make good progress as they build their large and small muscle control.
- The childminder plans the curriculum to support children's knowledge of basic mathematical concepts. For example, children look for shapes in the environment. They find triangles and circles on lampposts. Children become skilled at recognising numbers. They estimate and are confident in counting. Children learn basic mathematical concepts in readiness for more complex mathematical learning.

- Partnerships with other settings children also attend are good. The childminder works closely with teaching staff at the local school. This helps her to plan the curriculum to support children in readiness for school. The childminder shares information about children's prior achievements with teachers before they transition to school. This helps to ensure a smooth start to children's learning in school.
- The childminder works closely with parents. For example, she shares information about children's current learning with parents. She suggests ways for them to support children, for example, with toilet training. This helps to provide a consistent approach to children's learning.
- The childminder plans her curriculum well to engage children. For example, she provides adult-led learning opportunities that she knows children will enjoy. This motivates children to engage and concentrate. However, opportunities for children to fully test out their ideas and explore during free play are more limited. As a result, children are not consistently encouraged to be inquisitive.
- The childminder is consistent in supporting children's behaviour. For example, she is quick to respond to any unwanted behaviour. She helps children consider how their behaviour might make their friends feel. This helps children to know what is expected. As a result, children are able to work together on tasks, such as filling a bucket with sand. They are delighted as they tip the bucket and see the castle they have created. Behaviour is good.
- The childminder uses observation and her knowledge of child development to assess children's learning. Where there are gaps in learning she adapts her teaching to support progress. For example, she is mindful of the impact of the COVID-19 pandemic. She noticed that, following the pandemic, children were less confident in new environments. She plans regular outings. This gives children opportunity to experience the world around them. Where children are not reaching age expected development the childminder knows how to refer and access support. She knows the importance of early intervention in helping children to make progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a 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:**

- encourage children's curiosity and increase opportunities for them to explore, investigate and try out their ideas during free play.

## Setting details

<b>Unique reference number</b>	EY334657
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10350973
<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 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	21 September 2018

## Information about this early years setting

The childminder registered in 2006 and is located in Failsworth, Oldham. The childminder holds an appropriate early years qualification at level 3. She opens Monday to Thursday 7.45am to 5pm and Friday 7.45am to 4pm, all year round with the exception of 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 EYFS curriculum.
- Children 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.
- 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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