

Childminder report

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

The provision is good

The childminder creates an inviting and organised playroom that enables children to fully participate in their learning. Children arrive with excitement as they are warmly greeted by the childminder and their friends. The childminder builds children's confidence and self-esteem by giving them opportunities to be independent. Children develop creativity as they play imaginatively. For instance, they pretend to pack their suitcases and take their passports on holiday.

The childminder nurtures children's early mathematical language and skills. She encourages the children to count items and recognise numbers by name. The 'maths library' in the garden is used to support a range of mathematical and creative learning opportunities. For example, children thoroughly enjoy sorting and measuring the minibeasts. Children are acquiring vital early mathematical knowledge.

The childminder supports children's communication through storytelling activities. She makes story time an integral part of the children's routine. For example, children snuggle next to the childminder to enjoy their chosen books. They keenly ask her to read as they turn the pages. Children are developing superb early reading habits.

Children are well behaved and cooperate with their friends. They know how to take turns and share their toys and resources. This helps them to acquire social skills in preparation for future learning.

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

- The childminder knows the children well. She uses their interests to extend their development. The childminder adapts her interactions to ensure children of all ages can play effectively alongside each other. For example, older children are encouraged to plan obstacle courses to enable younger children to balance, jump and throw. As a result, all children are engaged and motivated to learn.
- The childminder carries out regular observations and makes accurate assessments of children's development. She uses this information to plan for their next stage of learning. The childminder uses feedback from parents and advice from professionals to support the individual needs of the children in her care. This approach supports all children to make good progress from their starting points.
- Children benefit from opportunities to develop a love of reading. They have access to printed and handmade books in the playroom and outdoors. Children invite their friends to listen to them read and talk about past events as they look at their homemade photo books. This helps develop children's early reading

skills.

- Children learn ways to make marks in preparation for early writing. For instance, the childminder supports younger children to write cards for their family members. Older children record scores on a chalkboard during an obstacle race game. Children's literacy skills are developing well.
- The childminder has recently engaged in a range of different professional courses to enhance her teaching skills. For example, she attended a course focused on communication in the early years. She now models clear language to children and sensitively helps them to pronounce new words. Parents comment positively on the progress their children make in their speaking and listening development.
- The curriculum for personal development is not as strong as other aspects of learning. The childminder does not consistently remind children how to protect themselves and others from germs. For example, she does not always encourage children to cover their mouths and noses when they cough and sneeze. This does not consistently support children to develop healthy lifestyle habits.
- Children benefit from opportunities to learn about the wider world and their community. The childminder uses present-day events, such as the European football championship, to teach children about different countries and traditions. Children also take part in litter-picking activities. This helps children to understand the importance of caring for their environment. This also helps children to develop an appreciation of diversity and gain a sense of belonging in the local community.
- Since the previous inspection, the childminder has implemented changes to strengthen parent partnerships. The childminder provides advice, guidance and consistent messages about their children. For instance, she shares ideas with parents on how to support their children's communication development. This helps parents to be aware of what their children are doing and how they can further support their learning at home.

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 the curriculum for personal development to consistently support children to develop healthy lifestyle habits.

Setting details

Unique reference number	EY474533
Local authority	Oldham
Inspection number	10347057
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	8
Number of children on roll	6
Date of previous inspection	28 August 2018

Information about this early years setting

The childminder registered in 2014 and lives in Failsworth, Oldham. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She works with one assistant, who holds an early years qualification at level 4. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sheron Kantor

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 all areas used for childminding.
- Children were observed taking part in their care routines and in adult-led and independent play activities in the playroom and in the garden.
- The inspector held discussions with the childminder and the children.
- The inspector looked at relevant documents, including statutory assessments, at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

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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