

Childminder report

Inspection date: 31 January 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy and excited in the care of the childminder and her assistant. The home-from-home experience helps ensure children feel safe, settled and confident in their surroundings. The childminder encourages children's imaginative play as they dress up and role play. She helps them learn about people in the community as children giggle as they wave to the bin men. The childminder also helps children learn about similarities and differences. For example, they undertake regular visits to a local plant nursery staffed by adults with additional needs. She uses this as an opportunity to meaningfully educate children about others. As a result, children are kind and considerate.

The childminder has truly embraced challenging children to take and manage their own risks. This is notable during their daily outdoor play at a nearby park. Children scale rocks, scurry through tunnels and negotiate rope bridges with confidence. With support and encouragement they jump down from rocks and 'stick' the landing, celebrating their success. This helps children learn how to take appropriate risks, and to develop confidence in their balance and coordination during outdoor activities.

The childminder also fosters children's positive attitudes towards nature. She teaches children what plants need to grow and thrive. She supports children to plant bulbs and seeds, and learn the importance of caring for the plants on a daily basis.

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

- Since the previous inspection, the childminder has taken action to ensure that good hygiene procedures are always followed. For example, both she and her assistant always wash their hands after wiping children's noses. Arrangements for nappy changing and toileting children also follow good hygiene procedures. Children are familiar with the importance of hygiene. They wash their hands before eating and after outdoor play. These rigorous routines ensure that there is no risk to children's health due to cross contamination.
- The childminder has worked hard to strengthen her curriculum. She understands well what she wants children to learn, and tailors activities to children's individual interests and development needs. Specific activities are well planned and resourced and the childminder is able to explain precisely what she intends children to learn. Children are engaged in their learning, and concentrate for extended periods of time showing determination and interest.
- The childminder and her assistant skilfully follow children's interest. Where children deviate from the focus of an activity the adults follow that new interest and build on it. For example by introducing new vocabulary. They use these

opportunities to challenge children, by for example supporting them to pronounce new words correctly.

- The childminder supports children to take individual responsibility for their actions. For example, children know the importance of staying seated while eating. They eagerly help with the familiar routine of tidying up after play to their favourite song. The childminder has also worked closely with other professionals to support children's behaviour. This has resulted in children being able to express how they feel, and to positively regulate their emotions.
- The childminder positively supports children's communication and language. She and her assistant model speech well. They read and sing to the children throughout the day. This exposes children to a wide range of vocabulary. This is continued during outdoor play as, for example, the childminder tells children the names of plants and trees. However, on some occasions the childminder does not consistently give children the time to think and respond to questions asked. This limits their opportunity to express their thoughts in more complex sentences.
- The childminder works closely with parents and professionals to support children's individual development needs. She ensures that referrals are made promptly. She tailors planning to bridge any developmental gaps, such as using flash cards to support emerging language development. This supports the good progress that all children make.
- The childminder works closely with the local authority to help improve her practice. She regularly reflects on her provision as part of her focus on continuous improvement to ensure the best outcomes for children.

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:

- consistently provide children with the opportunity to think and respond to questions.

Setting details

Unique reference number	2608598
Local authority	Oldham
Inspection number	10282314
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	0 to 2
Total number of places	6
Number of children on roll	5
Date of previous inspection	15 February 2023

Information about this early years setting

The childminder registered in 2020. She lives in Chadderton, Oldham. The childminder operates all year round, from 8am to 5.30pm on Monday to Wednesday, and from 8am to 3pm on Thursday and Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 6. She works with an occasional assistant.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activities with the childminder.
- 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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