

Childminder report

Inspection date: 17 August 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children make a good start in their early education because they are happy and eager to learn. They thoroughly enjoy the many opportunities the childminder provides, such as outings to the zoo and trips to the local supermarket. These experiences help children to learn about their community and the wider world. As children enter the childminder's home, they reciprocate the childminder's warm welcome. As one parent commented, 'My child has a big smile on his face when he sees the childminder.' Children are extremely settled in this homely environment.

The childminder wants children to gain lots of skills. As such, she has created a curriculum that gives them the opportunity to have a go and succeed. For example, children take part in weekly sporting activities that help them to develop their physical skills and coordination. This works particularly well for children as they gain control of their bodies through regular practise. They also experience the joy and jubilation of dribbling the football into the net. Children's achievements, no matter how small, are celebrated, which gives them the confidence they need.

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

- The newly registered childminder is committed to her role. She has used knowledge from training to help children develop their communication and language skills. The childminder has also forged strong links with local childminders and benefitted immensely from their expertise. For example, she embraces their ideas and suggestions to help her plan appropriate activities for children. As a result, children benefit from a broad range of learning opportunities.
- The childminder is clear on what she wants children to achieve and lots of learning takes place through planned activities. For example, children develop a can-do attitude as they work out how to get the dinosaurs out of the ice. At other times, children demonstrate problem-solving as they are encouraged to fit pieces of the train track together. Children demonstrate good levels of engagement and enthusiasm as they develop these new skills.
- Learning is less effective where aspects of the curriculum are not planned well enough. For example, as children play in the childminder's garden, they enjoy climbing the slide and riding the wheeled toys. However, they quickly lose interest and are not as engaged. Furthermore, the childminder has overlooked the important skills that children can acquire during lunchtime. For example, toddlers are not given cutlery, so they eat food with their fingers and drink water from a bottle with a teat. These daily routines are not well planned and sequenced, which means children are missing out on some valuable learning opportunities.
- Despite minor gaps, the childminder engages children with her enthusiasm. She

talks to children at their level and genuinely listens to what they say. This gives children the confidence to articulate their thoughts and views. Children's language and communication are further enhanced because books and story sacks are readily available. This means children who are not yet talking can use the props as they listen to engaging stories, such as 'Dear Zoo'.

- Children are taught to understand the rules and consequences. For example, children know they cannot climb on top of the pretend coupe car because it is dangerous. The childminder also provides meaningful explanations to help children understand and respect differences. For example, as children complete a jigsaw of children with different skin colours, this generates lots of discussions. They compare skin and hair colours. As one child declared, 'My hair was blond but it's brown now,' These experiences help children to make connections about similarities and differences.
- The childminder's assessments of what children know and can do are accurate. She works hard to help children catch up and be ready for their next stage in learning, such as school. The childminder is fully aware of procedures to follow should she have any concerns about a child's development.
- At times, the childminder does not always encourage children to carry out tasks for themselves. For example, when children finish playing with their toys, the childminder puts them away. Likewise, when children spill the sand on the floor, the childminder immediately sweeps it up. This does not fully support children's growing independence and sense of responsibility.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is trained in child protection and understands how to report any concerns should they arise. Through recent training, she has gained a greater awareness of risks that children may encounter. As such, she is more alert to issues that could affect children's emotional well-being. The childminder supervises children well and takes prompt action to minimise potential risks. For example, the childminder cuts up fruit, such as grapes, to prevent children from choking. The childminder is vigilant on outings and keeps children in sight at all times. She also teaches children the rules. As a result, older children know they must stay near the pram.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- organise the curriculum more effectively to help build children's knowledge and skills in all areas of learning
- give children a sense of responsibility, so they can carry out tasks by themselves.

Setting details

Unique reference number	2639266
Local authority	Oldham
Inspection number	10306766
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 5
Total number of places	6
Number of children on roll	4
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2022 and lives in the Failsworth, Oldham. She operates all year round, from 8am until 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

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 setting.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- Discussions were held with the childminder throughout the inspection.
- The childminder and inspector evaluated an activity.
- Consideration was given to parents' written testimonials.
- The inspector reviewed some documents, including the childminder's first-aid certificate.

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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