

# Childminder report

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Inspection date: 21 June 2023

|                                              |                |
|----------------------------------------------|----------------|
| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## What is it like to attend this early years setting?

### The provision is good

This kind and caring childminder works with a co-childminder and an assistant. Together, they provide a happy, safe, calm and welcoming home-from-home setting. Even children very new to the setting play happily, choose toys and activities and engage well in play. Children are engaged in pretend play. For example, they pretend to drive pigs to the library. The childminders join their play, asking interesting questions and helping children recall their trips to the library. Children develop skills of conversation and memory, which help with early reading skills. The childminder models positive behaviour. Children generally behave well. They know the routines of the setting and have made good friends with their peers. At lunch, children pull their chairs close to each other, and they chat as they eat.

The childminder wants children to be confident and independent. She encourages these skills in all activities. She patiently supports children to keep trying at a task. For example, she gives young children ample time to safely use a step in the garden, staying close by and offering encouragement. Children are pleased with their achievement, smiling and clapping their hands. The childminder has high aspirations for each child, and children make good progress. Parents are full of praise for the setting. They say their children are safe, happy and that the childminder brings a ray of sunshine to their day. Parents like that their children go on many outings where they can get exercise and develop their physical skills.

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

- The childminder, co-childminder and assistant work together well. They communicate well, which offers the children consistency. The childminder supports her assistant with a robust induction and by offering training, such as paediatric first aid. This helps to keep children safe.
- Children have many opportunities to develop their mathematical language and understanding as the childminders support them to count during play. They discuss the size of toys. For example, the children find a toy potato and describe it as 'big'. The childminder agrees and introduces the words 'large', 'huge' and 'enormous'. Children learn new words to describe the size of objects.
- Behaviour is supported throughout the day. The childminder helps children to think about feelings and how their behaviour impacts on others. When children find sharing difficult, the childminder sensitively and calmly intervenes. She continually consider strategies to support children in managing their behaviour. Children respond well, learn how to share and consider how their behaviour makes others feel.
- The childminder works closely with parents to get to know each child and to help them to settle into the setting. She has targets for each child, and these are

shared with parents. However, targets are not always sequenced. Therefore, children sometimes complete an activity easily and are not quickly moved to the next stage of learning. Children do not always build on their current knowledge.

- Children are encouraged to be independent and to think about their personal care. Hygiene routines are in place. For example children know when to wash their hands. They explain they are washing the germs away. Children develop independence as they help to lay the table for lunch. Pre-school children help younger children to find their place. Children show care for each other.
- The childminder uses her knowledge and observations of children to identify gaps in learning. She quickly puts strategies in place to support these and works with parents, offering ideas for activities to be used at home. Where needed, referrals are made for additional support. Children make progress from their starting points.
- The childminder is motivated and enthusiastic in her kind and loving interactions with children. Children are listened to. They show their sense of belonging as they confidently engage with the familiar routine. Children giggle with each other and with the childminder and assistant during the day. They spontaneously give cuddles and, when tired, they crawl into the childminder's lap. Children show that they feel happy and secure.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder knows her role responsibilities in keeping children safe from harm. She updates her knowledge with regular training and is aware of the signs and symptoms of abuse and what to do if she is concerned about the welfare of a child in her care. She works closely with her co-childminder and assistant to ensure children have consistent care. She supports her assistant to attend training on safeguarding. This helps to keep children safe. The setting is safe and secure, meaning children cannot leave unsupervised. The childminder considers safety on trips out. For example, she helps children to understand the importance of road safety.

## **What does the setting need to do to improve?**

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

- focus planning so that activities are sequenced, in order to support children to consistently build on their current knowledge.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | 2640714                                                                           |
| <b>Local authority</b>                             | Oldham                                                                            |
| <b>Inspection number</b>                           | 10260133                                                                          |
| <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> | 2 to 9                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | Not applicable                                                                    |

## Information about this early years setting

The childminder registered in 2021. She lives in Oldham and operates from 7.30am until 6.30pm, Monday to Friday, all year round, with the exception of family holidays. The childminder works with an assistant and a co-childminder. She offers funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the 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 they are safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on building confidence and independence.
- 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 spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector carried out joint observations of a group activity with the childminder.

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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