

Childminder report

Inspection date: 16 May 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 acts as a positive role model to children. Children receive plenty of praise to acknowledge their achievements. For example, the childminder gives positive praise as younger children practise their walking skills. Children respond with a smile and clap their hands. This helps to boost children's self-confidence and develop their 'can-do' attitude to learning. In addition, the childminder encourages the children to develop respectful relationships. For example, children demonstrate how to share the cars outside. This helps children to develop kind attitudes towards others. Children are happy and excited to explore the childminder's engaging and nurturing home. They beam with big smiles as they practise throwing a ball to the childminder. Children benefit from the warm and caring relationships the childminder provides. For example, they feel comfortable to seek reassurance from the childminder when they become upset. This all helps children to feel safe and settle quickly.

The childminder sets high expectations for children. She encourages children to be enthusiastic about talking. Children benefit from opportunities to develop their communication and language skills. For instance, children learn descriptive vocabulary such as 'loud' and 'quiet' while they explore instrumental sounds. In addition, the childminder helps children to make connections between objects and language. For example, when younger children point to an object in a book, the childminder will respond with the correct vocabulary and encourage younger children to repeat this. Children begin to learn new vocabulary and make good progress from their starting points.

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

- The childminder is passionate about improving outcomes for children. She is aware of the impact of poor oral health. Therefore, the childminder has prioritised learning about good oral health in the curriculum. Children read about having clean teeth in books and have opportunities in the day to brush their own teeth. This further develops their understanding of the importance of good oral health.
- Partnerships with parents are good. Parents receive daily updates and photos of their children, which keeps them up to date with their child's development. Additionally, the childminder provides parents with activities to support children's learning at home. This supports children's next steps in learning.
- The childminder has devised an ambitious curriculum intent across all areas of learning and development, with communication and language being a real strength. However, there are some inconsistencies in how the childminder sequences and plans children's learning in other areas. Occasionally, the intent of some learning experiences is too vague, or the childminder has too many

planned outcomes for children. At times, some children's learning experiences are not always fully enhanced.

- The childminder is reflective and committed to enhancing her own professional development. She attends training to develop her practice. Since attending training on communication and language, the childminder has made this a key focus of her curriculum. The childminder plans an incredibly well-sequenced curriculum, which builds cumulatively on children's current communication and language skills. Children are making consistently good levels of progress with their emerging language development.
- The childminder provides healthy, nutritious meals and snacks for the children to enjoy. Additionally, she implements good hygiene practices. For example, the childminder discusses with children the importance of washing hands. This helps children to develop a better understanding of healthy lifestyles.
- The childminder fosters children's love for stories and rhymes. They smile with excitement as the childminder selects an age-appropriate story and reads to them. During lunchtime, children join in with singing their favourite songs. Consequently, this supports children's early literacy skills.
- The childminder supports children to learn about the world around them. They benefit from lots of opportunities to venture into the local community. In addition, they explore celebrations and festivals such as Diwali and Chinese New Year. This helps children to understand similarities and differences beyond their own experiences.
- The childminder supports children to understand their feelings and the expected behaviour boundaries within the setting. On the whole, children demonstrate good behaviour. For example, they play cooperatively and become curious learners together as they investigate the different noises that musical instruments make. As a result, children are developing positive attitudes to learning.

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 sequencing of the curriculum in all areas of learning and development to consistently enhance children's learning.

Setting details

Unique reference number	301216
Local authority	Oldham
Inspection number	10335731
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	26 June 2018

Information about this early years setting

The childminder registered in 1995. She operates all year round, from 7am to 6pm, Tuesday to Thursday, except for bank holidays and family holidays. The childminder holds a level 3 qualification and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Danielle Kelly

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 early years foundation stage curriculum.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 observed the interactions between the childminder and children.
- 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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