

Childminder report

Inspection date: 6 June 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 is loving and caring towards children. She provides them with hugs and gives them praise for their achievements. Children have a strong sense of belonging and settle very well. In the main, they show positive attitudes towards their learning and they generally behave well. Children develop good levels of independence and they gain the necessary skills in readiness for their eventual move on to school.

The childminder has created a home-from-home environment, where children feel safe and are happy. She provides children with a balanced curriculum that builds on what they already know and can do. Children enjoy the array of activities provided to them. For example, younger children are fascinated while playing with toy farm animals. They recall a visit to the local farm where they remember looking at owls. Older children enjoy taking part in nature hunts in the local woodland. They show excellent mathematical skills while counting wooden building blocks.

The childminder teaches children well about the world around them. She takes them on trips to see celebration parades, such as at Chinese New Year. The childminder talks to children about what makes them unique. She teaches them that it is okay to be different. Children discuss the many ways that they are different, such as gender, eye and skin colour. They develop a good awareness of what life is like in modern Britain.

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

- The experienced and dedicated childminder leads her setting well. She has effective systems in place for self-evaluation, which includes the views of children, parents and carers. For example, the childminder seeks the views of parents to see how she can support children's learning at home. Highly effective arrangements are in place to support this. Children enjoy telling the childminder what they have learned. This helps children to gain positive attitudes to learning at home.
- The childminder uses her knowledge of child development and what she knows about children to plan a broad curriculum. She provides children with first-hand experiences to keep them engaged in learning. For example, children relish learning about other faiths. They visit the local mosque where they learn about religion and worship. Children are tolerant and respectful of others.
- In the main, children behave well. However, the childminder does not provide children with clear enough expectations for their behaviour. This means that some children do not always know what is expected of them and they struggle to regulate their own feelings and emotions.
- The support in place for children with special educational needs and/or

disabilities (SEND) is good. The childminder works closely with other professionals to ensure that children get the support that they need. Gaps in learning close and children with SEND make good progress.

- The childminder has established a programme of professional development. However, this focuses on mandatory training and does not broaden the childminder's understanding of early years. This means that there are some inconsistencies in her practice.
- Partnership working is good. The childminder has established secure links with a nearby primary school, the local authority and other childcare professionals. Parents receive regular updates about their children's time at the setting. They commend the childminder for going above and beyond for their children.
- The childminder supports children's physical development well. She encourages them to try new experiences, such as using climbing apparatus. Children show good levels of physical dexterity while playing football. They enjoy riding bikes and giggle with delight while engaging in ring games.
- The childminder promotes children's love of reading effectively. She takes children to visit the local library. Children enjoy snuggling into the childminder to read their favourite stories. They get excited when selecting new books. Children develop an early awareness of letter recognition.
- Care practices are good. The childminder teaches children about healthy living. She talks to them about caring for their teeth and why it is important to have fresh air. Children discuss how brushing their teeth and visiting the dentist regularly supports their oral health.

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:

- better support children in managing their own feelings and emotions
- strengthen the programme of professional development, to help to raise the quality of practice.

Setting details

Unique reference number	301301
Local authority	Oldham
Inspection number	10339329
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 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	11 July 2018

Information about this early years setting

The childminder registered in 1992 and lives in the Greenfield area of Oldham. She operates all year round, from 7am to 6pm from Monday to Friday, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3.

Information about this inspection

Inspector

Luke Heaney

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 provider and has taken that into account in his evaluation of the provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their curriculum.
- The childminder showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of documentation on request.
- The inspector took account of the views of parents and carers.
- The inspector carried out a joint observation 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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