

Childminder report

Inspection date: 19 June 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are loved, nurtured and cherished in this homely environment. They have a strong bond with the childminder. They frequently draw near to her for cuddles and enjoy hugs with their friends. The childminder supports older children to involve younger children in their play and to think about their differing needs. As a result, children quickly learn to form positive relationships and demonstrate excellent social skills. Children sit at the table with their peers, use cutlery correctly and demonstrate impeccable table manners. They are showered with praise when they share, take turns and say 'please' and 'thank you'. This means that children show respect to each other, such as waiting patiently for their turn at the wash basin.

The childminder uses every suitable moment to nurture children's communication skills. She spontaneously sings with the children. For example, children pretend to be frogs, and the childminder sings 'Five little speckled frogs'. Children join in with familiar words and actions. Consequently, children enthusiastically sing rhymes and songs to each other while they play. Children are frequently introduced to new words and are encouraged to practise using them correctly. They have very high levels of confidence when talking to unfamiliar adults, expressing themselves clearly and articulating their views successfully. For instance, children talk about their feelings and the things they like to do. Children are confident communicators.

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

- The childminder knows the children well. She completes regular assessments and obtains information from parents about children's prior experiences and current interests. She uses this information to support children's learning within their chosen activity. For instance, she carefully adapts her teaching style so that all children, including the youngest, are fully engaged when playing duck-themed counting games. This helps children build on their mathematics skills and knowledge.
- The childminder gives children specific praise to help them understand their achievements. However, she does not give children enough time to persevere at tasks that they are capable of completing by themselves before she intervenes to help. This impacts on children becoming resilient learners.
- Children benefit from the wide range of outdoor activities the childminder provides. They practise using their large muscles to scoot up and over different lengths of grass. They are challenged to develop hand-eye coordination by squirting water. They strengthen their hand muscles by picking flowers and using scissors to cut plants. As a result, children make very good progress in their physical development.
- The childminder carefully chooses books and displays them around the

environment to encourage children to develop a love of reading. Children enjoy sharing books with their friends indoors and outdoors, especially in the cosy reading tent. The childminder expertly brings children's favourite stories to life. Children enthusiastically join in to repeat and act out what they have been reading with the childminder. Children are developing superb early reading skills.

- Children are helped to make healthy food choices, such as eating grapes or melon, during snack times. They understand about healthy eating from a young age. They also appreciate where food comes from as they grow, harvest and eat the fruit and vegetables they care for. This means that children learn about how to keep themselves healthy.
- Children are given many opportunities to recall past learning experiences. For example, older children can confidently explain how and why they cut their beanstalks. They explain it is to stop the giant climbing down it. Children are learning to remember what they have been taught.
- The childminder uses professional development to build her knowledge and to improve practice. For example, following recent training, the childminder is confident in screening children's language development. The childminder identifies gaps in children's communication and implements effective interventions effectively to support their progress. The childminder's professional development is effective in supporting improvements and outcomes for children.
- Partnerships with other professionals, parents and grandparents are strong. The childminder shares relevant information with them to ensure that children receive the right support at the right time and make good progress. Parents state that the childminder is supportive, specifically through challenging times, such as supporting families during times of bereavement.

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:

- provide more opportunities for children to persevere at tasks that they are capable of achieving themselves.

Setting details

Unique reference number	503825
Local authority	Oldham
Inspection number	10339361
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 8
Total number of places	6
Number of children on roll	4
Date of previous inspection	12 July 2018

Information about this early years setting

The childminder registered in 2001 and lives in Oldham. She operates all year round, from 7.30am to 6pm, Monday to Thursday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 2.

Information about this inspection

Inspector

Sheron Kantor

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 their evaluation of the childminder.
- The childminder showed the inspector all areas used for childminding.
- Children were observed taking part in their care routines and in adult-led and independent play activities indoors and outdoors.
- The inspector held discussions with the childminder and the children.
- The inspector looked at relevant documents, including a first-aid certificate, at appropriate times during the inspection.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024