

Childminder report

Inspection date: 4 September 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 has created a welcoming place for children to play. She is calm and patient with children, which helps them feel safe and secure in her care. Children who have only just started to attend are happy, and they settle quickly. The childminder engages in good-quality interactions, which helps children to build bonds with her. The childminder provides activities that engage children in learning. They enjoy building towers with bricks and cheer together as they knock them down. This supports children to show interest and curiosity as they explore the activities that are available to them.

The childminder has high expectations of the children she cares for. She knows what they are able to do and plans experiences that support them to learn new knowledge and skills. For example, when children are capable of recognising colours, she adds further challenge by asking them to collect two objects of the same colour. This helps children to make good progress in their learning and development. The childminder gives children lots of praise and encouragement as they try hard to undertake tasks. This helps children to have positive attitudes to learning and be confident in trying out things.

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

- The childminder has a good curriculum for communication and language in place. She introduces new words and talks to children as they play. For example, they talk about animals being 'jumpy' and 'fierce'. Children enjoy stories where they can lift the flaps and name the animals. This supports children to be confident and good communicators.
- The childminder has created a sequenced curriculum for mathematics. She supports children to use mathematical language. For example, when building towers, they talk about placing bricks 'on top' and knocking them 'down'. The childminder also encourages children to recognise the colour of the bricks. This helps children to understand and use mathematical language.
- The childminder provides children with lots of opportunities to practise and improve their physical skills. Children enjoy kicking balls and hit golf balls with golf sticks with accuracy. This supports children to develop their coordination and control.
- Parents are complimentary about the service the childminder provides. The childminder gives parents information about their children's day and the experiences they have engaged in. However, not enough is done to help parents to understand what they can do to extend their children's learning at home. This means there is not always a consistent approach to children's learning between home and the childminder.
- The childminder provides a range of experiences to support children in

developing their personal, social and emotional skills. They visit local play sessions where children interact in larger groups and join in with singing and dancing. These help children to develop their confidence in new situations and have a go at a range of different activities.

- The childminder promotes good behaviour consistently with the children. She encourages them to use their manners and put away their toys when they have finished playing. This supports children to know what is expected of them and to demonstrate good levels of behaviour.
- The childminder undertakes training and reading to help her continue to learn about how children learn and develop. This supports her in reflecting on her practice. She improves her setting, in order to support children to have positive outcomes.
- The childminder supports children to learn about the world around them. For example, they use watering cans to water flowers and the grass, and they read stories about animals. This supports children to be curious about the world, animals and objects.
- The childminder provides children with opportunities to be independent. Children feed themselves and select their own activities. This helps children to be confident in their own ability to undertake tasks for themselves.
- The childminder supports children's early literacy. Children have the opportunity to use chalk and make marks and balance bricks on top of each other. This helps children to develop their physical skills and the coordination they need for early writing.

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:

- enhance partnerships with parents so that all parents have information about how to support their children's learning at home.

Setting details

Unique reference number	505090
Local authority	Oldham
Inspection number	10351231
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	0 to 8
Total number of places	6
Number of children on roll	5
Date of previous inspection	17 October 2018

Information about this early years setting

The childminder registered in 1998 and lives in Royton, Oldham. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Joanne Ryan

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 childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children spoke to the inspector during the inspection.
- The inspector observed the interactions between the childminder and the children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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