

Childminder report

Inspection date:

19 July 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy and secure in this highly inviting environment. They are eager to immerse themselves in play alongside and with their peers. Children form strong relationships with each other, excitedly welcoming their friends as they arrive at the setting. They care for each other's well-being, and regularly check to make sure their peers have enough drinking water. Children's behaviour is excellent. They understand the importance of being kind, taking turns and acknowledging feelings. Children are taught from an early age to be respectful of others. The childminder helps children to develop an understanding of equality and diversity by recognising everyone is unique and special and to appreciate the world in which they live.

Children enjoy spending time outdoors. A well-resourced and carefully planned environment allows children to explore, investigate and to express themselves. They delight in exciting water play, transporting water with a variety of tools and searching for sea creatures of different sizes and colours. Children develop valuable problem solving and communication skills as they negotiate toy boats around waterways and encounter obstacles to get past. Children work together beautifully to identify solutions for their voyagers. Children show their newly developed knowledge through play. They care for dolls by putting sun cream on them, checking they have hats to wear outside and by offering them drinks. This shows how children soak up all learning opportunities within their environment.

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

- The childminder has a passion for providing the highest-quality learning experiences possible for children. Her enthusiasm is contagious, and her love for the children evident in her approach. Children reciprocate this strong bond, and thrill in their time spent with her.
- The childminder plans an ambitious curriculum for children that appeals to their interests and style of learning. She uses her exceptional knowledge of each child to plan the environment and opportunities to stretch their learning. This means children make rapid progress in their development and show high levels of engagement.
- Adaptations to children's learning as a result of the Covid-19 pandemic have been so successful they continue to be offered to children and families. Homework packs are sent home to support parents in delivering early education to their children. Detailed information sheets outline engaging activities that are focused on next steps of development for children. This helps children's progress move forward rapidly at all times.
- Parents are extremely complimentary about the childminder. They comment on her caring nature, her flexibility to meet the children's and family's needs, and

refer to her as extended family they can rely on. Parents are confident their children are particularly well cared for and safe.

- Children develop mark-making skills together. They draw on large, outdoor chalk boards, sharing chalks and talking to each other about their creations. Furthermore, their communication and language is developed through careful questioning and comments from the childminder to extend their thinking and vocabulary. Therefore, children become confident communicators.
- All children, and any individual requirements they have, are supported with great dignity and respect. The childminder creates imaginative environments that support children and allow them to move freely around. As a result, children's independence and self-esteem is consistently promoted.
- The childminder provides nutritious, home-cooked meals that support children's growth and good health. A wide menu offers children the opportunity to try new foods and learn about the importance of a balanced diet. Children eat fruits to support their hydration in the warm weather, and learn that some are more refreshing than others. This reinforces children's learning around healthy lifestyles.
- Children receive plenty of opportunities to develop their physical and social skills, and have fun. They participate in regular activities and trips throughout the year to support their learning. Exciting outings to the seaside and safari park offer opportunities that children may not usually have, and allows children to explore and investigate their world. Regular visits to the local park and ball pool assist children in achieving high levels of social development.
- Children develop a great sense of responsibility. They are given tasks to promote independence and confidence building. For example, children actively engage in tidying away their toys, ensuring the correct amount of items are replaced. They share the childminder's high standards and take pride in their environment.
- The childminder focuses her training, research and evaluations to ensure she delivers first-class care and education to children. Consistent reflection on children's learning means opportunities and developments are targeted to provide exceptional outcomes.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an excellent understanding of how to protect children from harm. She is confident in her ability to identify any children that are at risk and is aware of the procedures to take should she have any concerns. The childminder attends regular training sessions to keep her knowledge and understanding fresh and in line with the relevant guidelines and legislation. She introduces new aspects to her policies and procedures to ensure every eventuality is considered. For example, she has recently introduced new procedures for extreme weather conditions to help protect children. The childminder ensures the environment is as safe as possible by conducting thorough risk assessments and analysing potential hazards. Children learn how to keep themselves safe through carefully planned activities, such as participation in fire drills and sun safety.

Setting details

Unique reference number	EY265239
Local authority	Oldham
Inspection number	10065407
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	2 to 11
Total number of places	6
Number of children on roll	14
Date of previous inspection	16 March 2016

Information about this early years setting

The childminder registered in 2003 and lives in the Oldham area of Greater Manchester. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She has appropriate childminder training.

Information about this inspection

Inspector

Shelley O'Brien

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 this into account in their evaluation of the provider.
- The childminder and inspector viewed all areas of the home used for childcare and discussed the childminder's intentions for children's learning.
- The childminder reflected on children's play with the inspector and discussed their learning and development.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector spoke to a parent and took into account the written views of other parents that were made available.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of all adults living in the home.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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