

Childminder report

Inspection date:

12 September 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled at this welcoming and homely setting. Babies crawl to explore the well-planned resources, lifting the flaps on books and pointing to the pictures underneath. Older children are delighted to use magnifying glasses to study twigs, leaves and pinecones. They are curious learners. The childminder and babies share a lovely game, passing a block between them and saying 'ta'. The babies giggle as they learn to turn take in conversation. Children are encouraged to be independent, for example, pouring their own drinks and washing their own hands. Babies are encouraged to hold their own cup and they are learning to feed themselves with finger food. They have a marvellous time eating a banana, squashing it between their fingers and feeling the texture. Children develop personal and self-help skills.

The setting is close to many areas where children can be outdoors. They enjoy trips to the local park, take rambles through the woods or take a bus ride to see the sheep, cows and chickens. They collect natural items while they are outside, such as leaves and acorns, and use these to create an Autumn box. They are learning about nature and how the environment changes each season. The childminder knows children well and plans appropriate activities to engage and interest them. They make progress in learning and their behaviour is good. The childminder shows great care and affection for children and they respond to this, lifting their arms for a cuddle and snuggling into her when tired.

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

- The childminder attends regular online training to keep her knowledge up to date. She reflects on her practice and makes changes to her provision, using her observations of children, combined with her knowledge of child development. For example, she changes resources to give babies the opportunity to pull up onto furniture and balance before taking steps unaided.
- The childminder knows the children she cares for well, assesses their developmental needs and models play to support this. For example, she shows babies how to bang bricks together and stack them on top of each other. They copy this happily. They are developing their hand-to-eye coordination.
- Books are carefully selected to reflect the ages of the children and their diversity. The children enjoy trips to the library to select books. Young children look at books with interest and turn the pages carefully. This is enhanced by partnership working with parents. For example, the book of the week, nursery rhymes and puppets are sent home so children and parents can continue learning at home. Children are developing a love of books and an appreciation of how to take care of them.
- The childminder sings with children. They stretch their arms out for puppets and

wiggle their fingers to the actions of 'Twinkle, Twinkle Little Star'. They are recalling songs and rhymes, developing skills that will be used for reading as they grow.

- The childminder joins in with the children as they play. She engages at their level. However, sometimes she does not respond to children's sounds and single words. Children experience many tactile resources, however, on some occasions, the childminder does not offer new descriptive words to children. As a result, children do not consistently learn new words or expand their vocabulary.
- Children are encouraged to be independent and develop self-help skills. They are encouraged to cut their own fruit at snack time, put on coats and shoes and make choices throughout the day. These skills help prepare them for the transition to school.
- Children behave well and show a good attitude to learning. They have established routines and are aware of the boundaries in place. Children are learning to play together, take turns and share. They are developing good social skills.
- The setting is clean and children are encouraged to follow good hygiene routines, washing their hands after messy activities and before meals. The childminder talks to children about keeping safe online and continues to develop her own knowledge of this. Children develop a good understanding of keeping themselves safe.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has good knowledge of safeguarding and her role and responsibilities in keeping children safe from harm. She knows how to identify and respond to any concerns that a child may be at risk of harm. She updates her knowledge with regular training. She has completed paediatric first-aid training and is aware of how to administer first aid in an emergency. The setting is secure, ensuring children cannot leave unsupervised, and play areas are free from hazards. This helps to keep children safe.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- use a wider range of strategies to allow children to hear new words and descriptive language, to support their growing vocabulary.

Setting details

Unique reference number	EY364531
Local authority	Oldham
Inspection number	10129083
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	1 February 2016

Information about this early years setting

The childminder was registered in 2008 and lives in Denshaw, Oldham. She operates all year round, from 7.30am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. The childminders offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

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 quality of education was observed and the inspector assessed the impact this has on children's learning.
- The inspector viewed the premises, and the intent of the curriculum was discussed.
- The childminder and the inspector evaluated an activity together.
- Relevant documentation was viewed, including paediatric first aid.
- The inspector observed children, spoke with the childminder and gathered feedback from parents at appropriate times through the inspection.

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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