

Childminder report

Inspection date: 17 July 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

The childminder has devised a clear curriculum, which fosters children's current interests. She provides children with opportunities to lead their own play. For example, children beam with excitement as they play racing games with the cars on the slide. The childminder further supports their learning by asking children to guess which car will be the fastest and why. Children discuss their ideas and begin to develop good critical thinking skills. Children show positive attitudes towards learning and all children make good progress.

The childminder is a positive role model to children. She focuses her curriculum on helping children to understand their feelings. Children discuss what makes them feel happy. In addition, the childminder supports children to take turns and to develop kind attitudes towards others. They play cooperatively and sit together to draw pictures. Children show good levels of self-confidence and form good relationships with their friends. Overall, children behave well.

The childminder has created a nurturing environment, which supports children to develop a sense of belonging. She has built secure relationships with the children. Together, they sing a welcome song to acknowledge who is ready to play. Afterwards, they place their name on the welcome board and quickly settle into their play. The childminder understands the individual needs of the children in her care. When children are feeling tired, she offers them cuddles and reassurance. Children excitedly ask the childminder to join in with their play. Children feel safe in the childminder's care and their well-being is supported effectively.

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

- The curriculum intent for mathematical development is a real strength. Younger children count to three. Older children count the dots on the dice and match the correct amount of pom-poms to the number. Children show that they can confidently count, recognise numbers and begin to solve problems. They are making good progress in their early mathematical development.
- The childminder is committed to improving her own practice. She is reflective of her own professional development and has recently attended a speech and language course to develop her skills further. In addition, she has completed mandatory training such as safeguarding and paediatric first aid. This helps to keep her knowledge up to date. However, her professional development has not focused sharply enough on developing her knowledge of how younger children learn. Therefore, at times, the childminder is not as confident to know how to build on what younger children know and can do.
- The childminder has built effective partnerships with parents. She regularly shares information with parents to keep them up to date on their child's

development. The childminder provides parents with support and advice on topics, such as toilet training. In addition, the childminder shares activities with parents to try at home, which supports children's next steps in learning. This helps to maintain continuity in children's learning and development.

- The childminder offers children a variety of opportunities to build their physical skills and independence. For example, children pour their own drinks and chop their own fruit for snack time. Older children put their own shoes on before outdoor play. They support younger children who are less confident in this task and help them to put their shoes on. Additionally, children develop their fine and gross motor skills. They practise scooping and kicking a ball into a hoop. Children are developing good independence and physical skills.
- The childminder supports children to understand the expected behaviour boundaries within the setting. Children listen carefully to the childminder's instructions and tidy up their resources. They are respectful and take ownership of their environment. The childminder gives consistent praise to the children when they achieve their goals. This gives children a sense of pride and boosts their self-esteem.
- Overall, the childminder promotes children's good health. She provides children with opportunities to learn about oral health in the curriculum. However, good hygiene habits, such as handwashing, are not always consistently promoted. Furthermore, children are not always supported to understand the importance of these healthy habits. This means children are not always developing and understanding the promotion of their own good health.
- Children's communication and language are promoted effectively. The childminder models putting two words together for younger children to copy. She encourages children to broaden their vocabulary and to use descriptive words to describe their food. Older children describe their snack as 'juicy' and 'crunchy'. Children make good progress in their early language development.

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:

- focus professional development more sharply on improving knowledge of how younger children learn and develop, so that interactions with children can more effectively build on what they know and can do
- consistently implement good hygiene procedures and support children to understand the importance of good health.

Setting details

Unique reference number	EY421918
Local authority	Oldham
Inspection number	10350907
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 4
Total number of places	6
Number of children on roll	5
Date of previous inspection	12 September 2018

Information about this early years setting

The childminder registered in 2011 and lives in Royton, Oldham. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector
Danielle Kelly

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 provider.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector observed the interactions between the childminder and children.

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