

Childminder report

Inspection date: 22 March 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

Children are happy and settled in the care of the nurturing childminder. They have strong bonds with her and spontaneously go to her for a cuddle. This shows they are comfortable in her care. Children have access to a range of interesting resources to support their learning. They confidently select items to play with and invite the childminder to join them in their game. The childminder extends children's play to support their next steps in development. For instance, as children play with toy animals, she asks them to identify 'bigger' or 'smaller' animals, along with associating the noises they make. Children eagerly join in with this and display their amusement in the sounds.

Children enjoy their interactions with the childminder. They communicate with her through both verbal and nonverbal means, which she responds to immediately. The childminder knows the children well and as such, has a secure understanding of them and their needs. She continues to support language acquisition through clear speech and open questions, to support children's understanding of words and phrases. This helps children to develop their skills in a secure and understanding environment.

Children know and understand the routines of the day. This means they are embedded in practice and effective in supporting children's learning. Children understand the importance of respecting their environment and resources. They help to tidy away toys once they have finished playing.

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

- The childminder has developed a curriculum that builds on children's interests and what they need to learn next. She provides a framework for learning that provides enough challenge to extend learning. The childminder ensures that children's development is monitored and shared with parents. However, she does not always provide parents with information to help them understand the importance of home learning. This can, on occasions, hinder children's ongoing learning and development.
- The childminder expertly works alongside her co-minder. They plan for their days together and support the children in their group with consideration and respect. The childminder regularly monitors her co-minder, and they participate in healthy discussions about practice. The childminder ensures they work together to provide positive outcomes for children.
- Children are taught about house rules and the importance of being respectful and kind from an early age. However, there are occasions when children are not taught about the impact of their actions and the possible consequences. This means behaviour management strategies are not consistently maintained, to

embed and deepen children's understanding of positive behaviour.

- The childminder provides a wide range of resources for children to access independently. They confidently select toys to play with and invite the childminder to play with them. This helps children to develop the skills they need for building positive relationships with others.
- The childminder provides children with ample opportunities for outdoor play and learning. They access the secure rear garden, where they happily kick balls to show off their developing large-muscle skills and balance. The childminder regularly takes children to the local park where they learn to use large apparatus safely and build their confidence.
- Partnership working with the local primary school is well developed. The childminder has regular discussions with teachers to help identify what children need to learn next and to celebrate their achievements. This helps learning and development to be consistent for older children.
- The childminder has continued to reflect on her practice and looks for ways to develop her provision. She has considered recommendations from the last inspection and made improvements to address these, such as extending the activities on offer to support children's early skills in mark making. The childminder receives support from her co-minder and other professionals to help her raise the quality of her provision even further.

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:

- develop more meaningful strategies to support children's behaviour and their understanding of the consequences of their actions
- support families to strengthen their understanding of children's learning and how they can best help their child in meeting their learning outcomes.

Setting details

Unique reference number	EY422907
Local authority	Oldham
Inspection number	10308335
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	8
Date of previous inspection	23 March 2018

Information about this early years setting

The childminder registered in 2011 and lives in Chadderton, Oldham. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification. She works alongside a co-minder.

Information about this inspection

Inspector

Shelley O'Brien

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 her evaluation of the childminder.
- The inspector and childminder undertook a joint reflection of the activities on offer and discussed the impact on children's learning.
- The childminder explained her intentions for children's learning and how she plans for ongoing development. The inspector assessed the impact of this during the inspection.
- The childminder provided the inspector with a sample of documentation on request, such as safeguarding policy and first-aid certificate.
- Parents shared their written views with the inspector.
- The inspector spoke to the childminder, her co-minder and children during 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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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