

# Childminder report

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Inspection date: 4 July 2022

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|------------------------------|-------------|
| <b>Overall effectiveness</b> | <b>Good</b> |
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|--------------------------|-------------|
| The quality of education | <b>Good</b> |
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|-------------------------|-------------|
| Behaviour and attitudes | <b>Good</b> |
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|----------------------|-------------|
| Personal development | <b>Good</b> |
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|---------------------------|-------------|
| Leadership and management | <b>Good</b> |
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|----------------------------------------------|------|
| Overall effectiveness at previous inspection | Good |
|----------------------------------------------|------|

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly with the warm and caring childminder. They form strong attachments, which helps them to feel happy, safe and secure. Children are encouraged to be independent. For example, they hang up their coat on a peg and choose what they would like to play with. Children enjoy a range of activities as they explore the well-resourced playroom. For example, they press the buttons on electronic toys and delight as they move their bodies to the music. Older children encourage younger ones to have a turn and show them how to dance. Behaviour is excellent, children show kindness and respect for one another.

Children's physical development is promoted well through opportunities, such as regular visits to the local park. They frequently explore the playground, fields and woods. This gives children an opportunity to explore the world around them and develop the use of their muscles as they climb, walk and run. Children point to photos on a display of a recent trip to the local park for a teddy bears' picnic. They enthusiastically recall acting out the story of 'We're Going on a Bear Hunt' and say all the children's names in the photos. This gives children a sense of belonging.

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

- Children enjoy listening to a range of stories and eagerly engage in singing songs. Younger children turn the pages of a book and feel the textures with their hands as they babble contently. When sharing stories, the childminder introduces new language, such as 'pterodactyl' and 'wings'. She gives children time to talk about the story and respond to questions. This supports children's communication and language development effectively, and helps children to become confident communicators.
- The childminder knows children well. Overall, she plans activities that help children to take the next steps in their learning. For example, older children start to recognise and form letters in their name while younger children learn new words through singing songs and rhymes. However, that said, planning is not always precise enough to develop children's skills and knowledge to the highest level.
- The childminder wants children to be kind and caring. She is a positive role model and encourages children to share and take turns. Children frequently show care and concern for their peers. For example, older children offer hugs, kind gestures and comments to comfort younger children when needed. This promotes children's emotional well-being and self-esteem.
- Partnerships with parents are excellent. Parents comment that they are 'Very happy' with the care provided and feel well informed of the progress their children are making. The childminder shares ideas with parents of how they can extend their child's learning at home. For example, the childminder gives parents

ideas of stories children enjoy with her and encourages them to share books at home. This helps to promote an early love of reading.

- Children learn about the community around them through their regular trips and outings. They learn about Chinese New Year by looking at pictures of the festival and tasting different food. However, children do not always have enough opportunities to gain sufficient knowledge about faiths, cultures and festivals that are different to their own.
- Children have an opportunity to engage with creative materials. For example, they make marks with toy dinosaur feet in the paint and younger children eagerly explore paint with their hands and feet. The childminder talks to children about the size of the dinosaurs' footprints, introducing vocabulary, such as small, medium and large. This helps to develop children's understanding of early mathematical concepts.
- The childminder helps children to gain the necessary skills to start nursery or school. For example, they learn to use the toilet independently and put on their coats. However, the childminder does not liaise with the local providers that children attend in order to share information about a child's progress. This means that children's transitions are not fully supported, to promote continuity of care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good knowledge of child protection and safeguarding procedures. She knows the procedures to follow if she had a concern about a child's welfare and understands what to do in the event of an allegation being made against herself or member of the household. The premises are clean, safe and secure, with all equipment in good working order. Children have access to a bathroom directly off the playroom. This means that children are closely supervised at all times.

## What does the setting need to do to improve?

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

- strengthen the planning of activities and learning experiences, so they are more precisely focused on what children need to learn next
- provide further opportunities for children to learn about faiths and cultures that are different to their own and extend their understanding of similarities and differences between themselves and others
- make links with other providers and schools that children attend and provide a consistent approach to supporting children's learning and development.

## Setting details

|                                                    |                                                                                   |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                     | EY447628                                                                          |
| <b>Local authority</b>                             | Oldham                                                                            |
| <b>Inspection number</b>                           | 10065419                                                                          |
| <b>Type of provision</b>                           | Childminder                                                                       |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Childminder                                                                       |
| <b>Age range of children at time of inspection</b> | 1 to 4                                                                            |
| <b>Total number of places</b>                      | 6                                                                                 |
| <b>Number of children on roll</b>                  | 8                                                                                 |
| <b>Date of previous inspection</b>                 | 28 July 2016                                                                      |

## Information about this early years setting

The childminder registered in 2012 and lives in Oldham, Manchester. She operates all year round from 8am until 5pm, Monday to Thursday, except for Christmas and family holidays. The childminder holds an appropriate early years qualification at level 3.

## Information about this inspection

### Inspector

Janine Tours

### 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 that into account in their evaluation of the provider.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- The childminder provided the inspector with a sample of key documentation on request, including a current full and relevant paediatric first-aid certificate.
- The inspector and the childminder carried out a joint observation of a group activity.
- During the inspection, the inspector spoke to the childminder and children at appropriate times.
- The inspector spoke with parents and took into account their views.

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](mailto:enquiries@ofsted.gov.uk)  
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