

# Childminder report

|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 13 March 2019   |
| Previous inspection date | 14 January 2016 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of leadership and management                    |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- The childminder provides children with a wealth of learning opportunities that ignite their interests. Children learn about people in their community as they visit the elderly residents in the local nursing home. They thoroughly enjoy the sing-along sessions and delight in making bird feeders with the elderly residents.
- The childminder has embraced training opportunities, which has enhanced the quality of her practice. Following recent training, the childminder focused on the voice of the child. She sought children's ideas to develop her back garden. As a result of children's innovative suggestions, the garden now includes a kitchen area, a water butt and big tyres. These props are used imaginatively by children. For example, they use the tyres to make different homes for their toy animals and dinosaurs.
- Parents are extremely complimentary about the care and learning their children receive. One parent refers to the childminder as a 'life saver'. The childminder works closely with parents and keeps them up to date on aspects of their children's day. For example, she completes a daily diary and sends lots of photographs via social media.
- Children develop good techniques in mathematics and develop important skills they need in preparation for school. They learn about shapes in the environment as they venture on 'shape walks' in the community. Children also use measuring worms to help them learn about length and height.
- The childminder has built trusting relationships with all children. Consequently, children are confident and self-assured. They bound into the childminder's house and eagerly join their friends in the playroom. Children are extremely happy and settled.
- The childminder has worked hard to develop her skills in tracking and assessing children's progress. However, she does consistently check the accuracy of these assessments, which has led to minor gaps in children's learning. For example, sometimes there is too little challenge for the most able children, which has potential to slow their progress.

## What the setting needs to do to improve further

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

- make sure there is enough challenge for the most able children
- ensure assessments of what children know and can do are moderated rigorously so they are consistently accurate.

### Inspection activities

- The inspector held discussions with the childminder at appropriate times during the inspection.
- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector evaluated an activity with the childminder.
- The inspector discussed the childminder's self-evaluation.
- The inspector spoke to a parent and considered letters provided by parents.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. All areas of the childminder's home, indoors and outside, are safe and secure. For example, the outdoor pond has a secure grille, which makes it inaccessible to children. The childminder supervises children at all times and the external doors are securely locked. The childminder has undertaken child protection training and has a sound awareness of various aspects of safeguarding. Children benefit from the childminder's continued professional development. The childminder is currently working towards a degree level qualification and has used her knowledge to provide children with meaningful learning experiences. The childminder also attends online seminars and actively seeks ideas on how she can further improve her practice.

### Quality of teaching, learning and assessment is good

The quality of teaching and learning is good. The childminder plans activities that capture children's interests. As a result, children are motivated to learn and they acquire lots of important skills. For example, all children enjoy learning about St Patrick's Day as they explore a sensory box filled with interesting props. Babies explore the texture of rainbow coloured rice using their hands. Toddlers practise their finger skills as they carefully pick up coloured pom-poms using tweezers and match the colours to the rainbow. Older children count and number match with shamrocks. The childminder interacts well with children. She uses carefully framed questions which challenge children to think. She also reinforces the story of the pot of gold at the end of the rainbow. Although the childminder differentiates activities well there are rare occasions when children's learning is less effective. This is due to some activities not being as challenging for the most able children.

### Personal development, behaviour and welfare are good

Children are well behaved and display good levels of confidence. They know the rules and boundaries and keep within them. For example, as children venture on outings to the cricket pitch, they know they cannot walk on the central strip. The childminder also introduces rules, for example, lining up for snack, to help prepare children for school. Meals and snacks are healthy, which contributes to children's good health. Children also grow vegetables such as runner beans in the back garden. This positively supports children's awareness of growth and changes over time.

### Outcomes for children are good

All children are making good progress in their learning. They are confident individuals who are keen to explore all areas of the playroom. For example, children develop their imaginative skills as they play in the pretend cake shop. They count out money and give change to their customers. Children practise their writing skills as they write shopping lists. They also learn about different shapes, such as hexagon, as they carefully place the delicate cakes into the correct shape on the two-tiered cake stand. The childminder's assessment information shows that children are confidently on track in their learning and progress. This is most notable in their mathematical development. However, assessments are not yet sharply focused to give a consistently accurate overview of all children's achievements.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY344617  |
| <b>Local authority</b>             | Rochdale  |
| <b>Inspection number</b>           | 10065665  |
| <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</b>       | 1 - 9   |
| <b>Total number of places</b>      | 4   |
| <b>Number of children on roll</b>  | 8   |
| <b>Date of previous inspection</b> | 14 January 2016   |

The childminder registered in 2006 and lives in Milnrow, Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

