

# Childminder report

<b>Inspection date</b>	17 May 2019
Previous inspection date	21 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 makes good use of information from observations of children's play to accurately assess children's development. She plans a wide range of challenging activities and experiences based on children's interests and next steps in learning. Children make good progress.
- The environment is well organised and resourced with a broad range of good-quality toys and equipment. Children are well motivated and make independent choices about what they want to do. They demonstrate high levels of engagement in activities.
- The childminder is very kind and caring and provides children with a welcoming and nurturing environment. Children are very happy, confident and settle well. They develop extremely secure and trusting relationships with the childminder. Children demonstrate high levels of emotional security and self-esteem.
- Partnerships with schools and early years settings that children attend are well established. The childminder exchanges a range of information to help foster a shared and consistent approach to children's learning and development.
- The childminder creates a culture of mutual respect in the setting. Children learn house rules and the importance of being kind to others. Their behaviour is good.
- The childminder is committed to ongoing professional development, and the knowledge she gains from training is implemented in practice. For example, a recent course entitled 'Finger Gym' has helped to significantly improve children's small-muscle control and coordination.
- Occasionally, the childminder does not give children enough time to think and respond to questions to enhance their communication and language skills further.
- The childminder does not obtain the most precise information from parents about their children's stage of development on entry. This does not help her to assess children's learning as accurately as possible from the start.

## What the setting needs to do to improve further

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

- give children more time to develop their own ideas, process their thoughts and respond to questions asked, to enhance their communication and thinking skills to a higher level
- strengthen ways to seek initial information from parents about children's prior learning to precisely track children's progress from the start.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector talked to children and the childminder at appropriate times throughout the inspection.
- The inspector completed an evaluation of a planned activity with the childminder.
- The inspector looked at relevant documentation, including safeguarding policies and procedures, children's records and evidence of the qualifications and suitability of the childminder.
- The inspector took account of the views of parents from written feedback on statements obtained by the childminder.

#### Inspector

Julie Kelly

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has a secure understanding of the signs and symptoms of abuse and neglect. She has a good knowledge of the referral procedures to follow should she have a concern about the health or welfare of a child in her care. The childminder receives regular updates from the Local Safeguarding Children Board. This ensures that she is fully informed of changes in safeguarding procedures and new legislation. She is a well-qualified and experienced early years practitioner. The childminder evaluates her practice on an ongoing basis, which includes the views of parents and children. This helps to ensure that her practice continues to improve. The childminder forms positive relationships with parents. She provides them with regular updates regarding their child's learning and encourages them to continue their children's learning at home. The childminder tracks children's progress effectively. This helps her to swiftly identify any gaps in their learning and seek external intervention if necessary.

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

The childminder plans a good balance of adult-led and child-initiated activities. She follows children's lead and gives them ample time for uninterrupted play. For example, when children are busy playing, she postpones snack time to enable them to continue what they are doing. This helps children to develop good levels of concentration and perseverance. The childminder uses props to bring stories to life and to encourage children to make links in their learning. For example, the childminder tells children a story about a blue balloon and provides blue balloons for them to explore and investigate. Children squeal with excitement as the childminder lets go of the balloons and they fly around the room. The childminder draws children's attention to writing on containers. She tells children what the writing says and moves her finger along the word from left to right. This helps children to develop their understanding that words carry meaning, in readiness for school.

### Personal development, behaviour and welfare are good

The childminder teaches children to adopt a 'can-do' attitude. She encourages children to do things for themselves, whenever possible, to help to promote their independence. Children take part in enjoyable physical exercise every day. They go for walks in the local community and engage in sand and water activities in the large front garden. Older children in the setting tell other children about the festivals that they are celebrating. For example, they talk to children about fasting for Ramadan and what they do when it is Eid. Children develop a good understanding of the similarities and differences between people and communities beyond their own experience.

### Outcomes for children are good

Children make good progress. They demonstrate good creative skills and imagination. For example, children pretend to feed the dolls and go to the shops. They develop good mathematical skills. For instance, they sort, match and count objects during play. Children develop their understanding of mathematical language, such as 'up', 'down', 'big', 'bigger' and 'small'. They are well prepared for the move to school.

## Setting details

<b>Unique reference number</b>	316052
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065652
<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 - 10
<b>Total number of places</b>	6
<b>Number of children on roll</b>	16
<b>Date of previous inspection</b>	21 January 2016

The childminder registered in 1988 and lives in Littleborough, near Rochdale. She operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years 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)

