

# Childminder report

<b>Inspection date</b>	27 August 2019
Previous inspection date	21 October 2015

<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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are truly treated as part of the childminder's family. They frequently talk with immense affection about the childminder's extended family members. Children thrive in their emotional well-being, supported by an exceptionally kind childminder.
- Children learn about diversity and the wider world around them. They visit local Chinese supermarkets and Indian restaurants as they learn about different cultures and customs. Children grow into highly respectful individuals and value differences between themselves and others.
- Partnerships with parents are good. Parents are encouraged to support their children's learning at home. The childminder provides practical ideas and information for parents regarding learning activities. Children's learning is well promoted through an effective joined-up approach to children's development.
- Self-evaluation systems are effective. Children and parents are encouraged to contribute their opinions on the service they encounter. For example, a democratic voting system is used to obtain children's ideas on the programme of learning. The childminder knows her strengths and plans for further improvements.
- Children's learning is enriched through exciting trips within the local community. They visit garden centres and enjoy nature walks down a nearby canal. Children illustrate they have fun as they learn. They speak with enthusiasm as they recall recent trips.
- The childminder observes children's achievements and monitors their progress. She knows children well and plans activities to narrow gaps in development quickly.
- Children make good progress in their language and communication skills. Language is effectively modelled by the childminder. She asks questions, listens and responds to children's comments.
- Occasionally, the childminder does not always optimise spontaneous learning opportunities to extend children's development at the very highest level.
- The childminder has not yet identified a plan for her ongoing and continual professional development to help her to enhance her already good teaching skills even further.

## What the setting needs to do to improve further

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

- enhance the already good teaching and learning even further and make the most of children's interests and spontaneous learning opportunities as these arise
- implement a more targeted and precise professional development plan that will raise the quality of teaching to the highest levels.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint evaluation of an activity with the childminder.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation including evidence of the suitability of persons living at the registered premises.
- The inspector spoke to children during the inspection.
- The inspector took account of the views and comments of parents.

#### Inspector

Michelle Jacques

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The childminder knows the signs that may suggest a child is at risk from harm. She understands who to contact within the local authority to report concerns, if necessary. The childminder builds positive relationships with other professionals. She establishes good links with local schools and discusses development with teachers. Effective information-sharing helps to promote consistency for children.

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

The childminder has high expectations of children and challenge is frequently incorporated into play. For example, children learn about symmetry as they paint pictures of butterflies. Children ensure the patterns on each wing match, illustrating they understand what symmetry means. Children develop secure critical thinking and concentration skills as they create identical butterfly pictures. The childminder guides and extends children's learning through her participation in play. For example, children develop impressive problem-solving skills as they are encouraged to predict what colours will be created when paints are mixed together. Children demonstrate a positive can-do attitude as they approach challenging and difficult tasks with excitement and enthusiasm. The programme of learning and the quality of teaching are consistently good.

### Personal development, behaviour and welfare are outstanding

Children's behaviour is impeccable. They effortlessly use their manners, are immensely polite and are respectful of others. Older children help younger children to complete tasks and friendships flourish. Children impressively tidy away their toys without prompt or request. This is a highly respectful and extremely calm setting. Children learn first-rate empathy and compassion for other living creatures. To illustrate, they visit the local vets and learn about the importance of taking care of animals. They develop outstanding self-care skills from an early age. For example, children talk with enthusiasm about how they have been to visit the local dentist and how important oral hygiene and rigorous teeth cleaning are. Children's health and well-being are promoted by exemplary practice.

### Outcomes for children are good

Children acquire key skills and make steady progress towards the early learning goals. They prepare well for the eventual move to school. They develop good social skills and confidently mix with children of all ages. They learn to play cooperatively and enjoy the company of others. For example, children politely share and take turns with a glue spreader during a craft activity. Children's curiosity to learn is nurtured and encouraged. They are inquisitive and ask plenty of questions to develop their knowledge. Children are motivated and keen, creating a secure foundation for future learning.

## Setting details

<b>Unique reference number</b>	EY292743
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065636
<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>	2 - 9
<b>Total number of places</b>	6
<b>Number of children on roll</b>	10
<b>Date of previous inspection</b>	21 October 2015

The childminder registered in 2004 and lives in Littleborough, Rochdale. She operates all year round, from 7am to 5.30pm on Monday to Friday, except for 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)

