

# Childminder report

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Inspection date: 24 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are happy and have formed secure attachments with the childminder and each other. Effective settling-in procedures support those children who have just started to be confident and secure in the childminder's care. Children spend time visiting a wide variety of places in the community. They go on daily walks to school and local places, such as the woods. The childminder uses these opportunities to support children's knowledge and understanding of the world around them. Children enjoy using public transport when they go to places further afield.

Activities that children engage in are stimulating and build on what they already know, while developing and maintaining their individual interests. For example, children spend time matching dinosaurs to corresponding pictures and looking at dinosaur bones. They happily choose their own play from a wide range of resources that are easily accessible to them. The childminder joins in with their play appropriately and supports their learning and development effectively.

Children are polite and caring to each other and they understand the rules of the setting. They respond well to the positive strategies that the childminder uses to help them understand and manage their own behaviour. For example, children enjoy 'climbing the ladder' on the behaviour chart, getting stickers and stamps, as well as receiving consistent praise. When conflicts arise the childminder swiftly supports children to resolve them together.

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

- The childminder has a good understanding of how children learn. She plans activities that motivate and interest them. She uses her in-depth knowledge of each child to offer experiences and opportunities that support them to make good progress. For example, children enjoy playing with play dough that they make together. They spend time rolling play-dough balls with their hands, which helps to build strength in the muscles in their hands, to support early writing. They enjoy counting the balls they have made and talking about making big and small balls. Children also enjoy using scales. They discuss which balls are heavy and try to solve problems such as making the scales balance. This supports children's mathematical understanding and physical development effectively.
- The childminder enthusiastically reads stories to the children and they take turns to join in with the repeated phrases. However, the childminder does not consistently make the most of opportunities that arise to promote children's talking even further.
- Strong partnerships with parents have been formed and parents are very complimentary about the childminder. The childminder keeps parents regularly informed about their child's progress and asks them for regular information

about their child's learning and development at home. She sends parents messages during the day and has daily discussions with them. Every half term she sends home development reviews outlining what their child is ready to learn next. She gives parents ideas about helping children to learn at home.

- Children are well supported to develop their independence and self-help skills. For example, children practise cutting their own food at lunchtime. They help to set the table, choose their own cutlery and help to clear the table afterwards. They learn about hygiene routines and the importance of washing their hands thoroughly. The childminder supports children to use manners and to be helpful towards each other. They share resources and the childminder supports children to work together as a team.
- The childminder supports children to learn about the world around them and differences between themselves and others. They attend local events in the community, such as coffee mornings as well as visiting places, such as nursing homes to sing carols at Christmas time. They go to soft-play centres and playgroups as well as spend time with a regular group of childminders and their minded children. This helps children's confidence and supports them to build friendships with other children.
- The childminder reflects on her setting and makes changes appropriately. For example, she changes the time of meals. She attends training to improve her knowledge and understanding. However, she does not have a clear plan of professional development to further improve the high-quality practice.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of how to keep children safe in her setting. She consistently checks the environment to ensure potential hazards are minimized. She teaches children about how they can keep themselves safe and gives clear explanations to help children's understanding. For example, she talks to children about using scissors correctly. The childminder understands the procedure to follow if she has concerns about a child's welfare. She attends regular training to update her knowledge and understanding of wider safeguarding issues.

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

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

- improve teaching to engage children in discussion more often, to further promote their communication skills
- develop a highly focused plan of professional development to improve the childminder's high-quality practice even further.

## Setting details

<b>Unique reference number</b>	EY548262
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10107372
<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 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	11
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The childminder registered in 2017 and lives in the Middleton area of Rochdale. She operates Monday to Friday from 7.30am to 6pm, all year round. The childminder has an appropriate qualification at level 2. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Nicola Eyre

### Inspection activities

- The inspector observed children engaged in play indoors. She observed how the childminder interacted with the children and carried out a joint observation with the childminder.
- The inspector spoke with children about what they enjoyed doing at the childminder's setting and children approached the inspector.
- The inspector reviewed written feedback from parents about the childminder and the care and teaching she provides.
- The inspector had a tour of the setting to discuss how the childminder assesses progress and plans children's learning.
- The inspector viewed a range of documentation, including training certificates and evidence of the suitability of all persons living on the premises.

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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