

Childminder report

Inspection date:

27 September 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

The childminder provides a home-from-home and a family-oriented environment for children. She aims to prepare children well for their future successes. This includes school when the time comes. Children behave well. They are kind and considerate to each other. Children share and take turns well. They are confident to engage in new social situations, such as with the inspector. Parents comment that they feel their children are very safe in the childminder's care.

Children talk with enthusiasm about what they like to do with the childminder. They state, 'I like going to the secret park.' The childminder organises interesting outings in the community. For instance, she takes children to toddler groups and visits to residential care homes. Children sing to the residents and learn about the different generations. Children experience country walks where they see farm animals, insects and other wildlife. They put on their wellington boots and raincoats, and have plenty of fun as they splash in puddles. This helps them to learn about the world around them. The childminder weaves learning well through these outdoor activities. For instance, she encourages children to count the spots on a ladybird and the legs of a spider. Children show very good mathematical skills for their age.

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

- The well-qualified childminder gets to know all children well. She gathers detailed information from parents at the start. This helps her to plan activities that build on what children already know and can do. Parents comment that their children settle well. The childminder supports children to overcome any initial emotional difficulties.
- Children talk about their 'weekend news' at the start of each week. The childminder uses this information to plan the upcoming activities. She shares information with parents about what children do and achieve while in her care. Parents send the childminder videos of children's achievements at home. This two-way flow of information with parents supports consistency in children's learning.
- The childminder identifies where children need extra help in their learning, particularly with their speaking skills. She puts strategies in place to help to narrow any gaps. Children make good progress in this area of development. However, the childminder does not make full use of external agencies to help her to support children to develop their skills to the highest level.
- The childminder gives parents ideas to continue children's learning at home. For instance, she encourages them to share stories with children. The childminder sends books home with 'Bertie Bright Star', who is the setting's mascot bear. Children develop a fondness for reading and good literacy skills.

- Children use their imaginations well. They become thoroughly absorbed in play. The childminder provides natural resources such as conkers, pine cones and leaves. Older children count as they put their 'ingredients' into a saucepan and pretend to cook. They state, 'I am making tomato, broccoli and peanut soup.' Younger children feed dolls. They lay them in a pushchair and put their fingers to their lips, saying, 'Hush, baby asleep.'
- The childminder helps children to learn about matching colours. For example, she encourages them to place pom-poms in a beaker of the same colour. The childminder follows children's emerging interests well. She interacts positively with them. For instance, older children are keen to perform a magic trick. They hide the pom-poms under the beakers and instruct the childminder to close her eyes. The childminder expresses surprise when they uncover the hidden items. Older children howl with laughter and relish in the childminder's attention. Children show excitement and eagerness to learn.
- Older children are confident to take themselves to the toilet. They know to wash their hands afterwards. Younger children use table knives to cut up fruit at snack time. They handle simple tools with care and skill.
- The childminder accesses some training. However, she does not precisely target her professional development to deliver exceptional teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder accesses regular safeguarding training. She keeps her first-aid qualification up to date. The childminder knows the signs and symptoms of abuse and neglect. She has good procedures to follow should she have any concerns about the welfare of a child in her care. The childminder teaches children to keep themselves safe. Children understand how to take age-appropriate risks. For example, they learn to avoid nettles that will sting them if touched, when they go on country walks. Children tidy away resources in the setting to help to prevent trip hazards. They learn about road safety when they go out into the community.

What does the setting need to do to improve?

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

- work more closely in partnership with other agencies to support children's good speaking skills further
- target professional development precisely to deliver exceptional teaching and learning.

Setting details

Unique reference number	EY477101
Local authority	Rochdale
Inspection number	10075917
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	14 January 2016

Information about this early years setting

The childminder registered in 2014 and lives in Castleton, Manchester. The business is known as Little Bright Stars. The childminder operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She holds an appropriate qualification at level 4. The childminder provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The inspector spoke with some parents and gathered their views. She took account of written feedback parents had provided.
- The childminder had a discussion with the inspector. She explained how she organises the early years provision. She described what she intends children to learn.
- Children spoke to the inspector to share their views. They talked about the experiences that they enjoy and the activities that they take part in.
- The inspector and the childminder completed a joint evaluation of an activity. The childminder discussed how she builds on what children already know and can do.
- The inspector observed the quality of the childminder's teaching and interactions with children. She considered the impact this has on children's learning.
- The childminder provided a sample of documentation, including evidence of her qualifications. She provided evidence of adults' suitability checks.

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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