

# Childminder report

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Inspection date: 3 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

The childminder and her co-childminder create an interesting and welcoming environment for children in their home. They support and challenge each other to continuously learn and improve. This makes them positive role models for children. Children arrive cheerfully at the provision and are ready to play. They demonstrate that they feel secure and this helps them to become confident and self-assured.

The childminder identifies what children are ready to learn next. She makes learning meaningful and this helps every child to make good progress. For example, the childminder identifies that children are ready to learn positional words. When they see a huge spider in the sink, the childminder puts a cup over it and paper under it. She narrates her actions precisely and this helps children to understand the words 'over' and 'under'.

Children know the expectations for their behaviour. They develop self-control relative to their age and stage of development. The childminder helps children to think and talk about how they are feeling. Children begin to understand the impact of their actions on other people.

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

- The well-qualified childminder demonstrates her commitment to achieving high standards in her provision. She reviews her practice and implements plans for improvement that benefit children. For example, the childminder consulted with parents to find out how they prefer to share information with her about children's learning at home. She now gathers information even more effectively through daily conversations and by reading parents' contributions to children's online learning journals. In one example, parents tell the childminder about what children did to help sunflowers grow in their garden. The childminder builds on this. She helps the children to establish links in their learning that extend and generalise what they know about growing plants.
- The childminder promotes children's speech and language really effectively. This is a particular strength of her provision. For example, the childminder skilfully extends children's vocabulary and knowledge through meaningful dialogue. This is demonstrated well when children and the childminder discuss what types of vegetables are pictured in a storybook. The conversation helps them to learn, for instance, what is the same and different about courgettes and cucumbers.
- Children learn skills that help them to be independent. For instance, they proudly demonstrate a method that the childminder has taught them for putting their coat on by themselves. The childminder praises them for their effort and achievement. This motivates children to try hard and helps them to become eager learners.

- The experienced childminder understands how children learn. For example, she uses props when she sings counting rhymes with children. This helps children to understand, for example, that when one monkey falls off the bed, there are fewer remaining. However, on occasion, the childminder does not plan counting activities precisely enough to deepen children's knowledge about numbers really effectively.
- The childminder teaches children to be curious. For example, they find a snail and the childminder gently moves it onto a piece of transparent plastic. She helps children to look at it closely with a magnifying glass. They learn that it has one foot to move around on and leaves a shiny trail. Children learn to be kind to the snail and other creatures. For example, they watch it but do not touch it.
- The childminder helps children to make choices that contribute to their good health. For instance, children know why they must wash their hands before they eat. Children eat healthy food at the childminder's provision. They play a board game that helps them to understand how to combine different types of food into a balanced diet.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder demonstrates a secure understanding of local child protection procedures. For example, she knows what she must do if an allegation is made against her or her co-childminder. The childminder updates her knowledge of legal requirements. She teaches children values that help them to resist being influenced by extreme views.

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

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

- sharpen the teaching of numbers and counting, so that children acquire a really secure grasp of the number concepts that they need for their future learning.

## Setting details

<b>Unique reference number</b>	316158
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065655
<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 to 7
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	14 March 2016

## Information about this early years setting

The childminder registered in 1992 and lives in Rochdale. Her provision operates all year round from 7am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder.

## Information about this inspection

**Inspector**  
Susan King

### Inspection activities

- The inspector and the childminder held a discussion to plan the inspection.
- Children's play and learning was observed by the inspector. She spoke to children about a favourite book that they showed her.
- The inspector spoke with the childminder about activities and daily routines. She assessed the impact of routines on children's behaviour and independence.
- Parents gave written feedback about the childminder's provision. The inspector read the feedback and took it into account.

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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