

# 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 his co-childminder create a rich 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 well-qualified childminder demonstrates ambition for his own achievement and for the achievement of every child who attends his provision. Children choose from a wide array of activities indoors and outdoors. They become involved in exploratory play that interests them. For example, children eagerly roll balls down a chute. They find out what to do when the end of the chute becomes blocked.

Children know the childminder's expectations for their behaviour. They begin to follow rules that help to promote their self-control. For example, children learn to wait until it is their turn to roll a ball down the chute. They 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 childminder makes improvements that help to promote children's progress and well-being. For example, following the previous inspection, he has worked on helping parents to continue children's learning at home. He now tells parents about activities and children's interests. Parents welcome the information. They say that it helps them to extend children's learning.
- The childminder understands how children learn. This helps him to plan activities that promote children's enjoyment and progress. His participation in children's role play is a particular strength of his provision. For example, the childminder makes a pretend bus out of playroom furniture. Children busily put the doll's pushchair into the boot of the bus and find a seat ready for the journey. This demonstrates their developing knowledge of the world really well.
- The childminder identifies and minimises risks to children. This is demonstrated at snack time when he reminds children to remain at the table until they have swallowed all of the food in their mouths. Children learn that this will help to prevent them from choking. The childminder rigorously follows well-established procedures for keeping children safe during outings. He teaches children how to cross the road safely. For example, he plays games that remind children to wait until they see the green man on the pelican crossing.
- The childminder interacts playfully with children and they enjoy his company. For example, children bring books for him to read to them and this helps him to promote their early literacy. However, on occasion, the childminder does not teach words and model language precisely enough to help children to express

themselves effectively.

- Children learn to say numbers in sequence when they play. The childminder shows children how to synchronise counting with movement. For example, he teaches younger children to count the three steps when they climb up to the slide. The childminder repeats the counting and children begin to copy him.
- Children learn habits that contribute to their good health. For example, they copy the childminder and wash the backs and fronts of their hands in time to music. Older children know that washing their hands before eating helps to prevent them from getting 'tummy ache'. However, the childminder does not establish some routines clearly enough to fully promote children's independence.

## **Safeguarding**

The arrangements for safeguarding are effective.

The childminder attends training that helps him to extend his knowledge and understanding of safeguarding requirements and local procedures. He trains his assistant to understand and follow the provision's safeguarding procedures. The childminder has completed training about the 'Prevent' duty. This helps him to be alert to signs that children are at risk of being influenced by extreme views. The childminder demonstrates his clear intention to report any concerns that suggest a child is at risk of abuse or neglect.

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

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

- strengthen techniques for modelling language so that children rapidly acquire the words they need to express their knowledge and ideas
- help children to develop the highest levels of independence.

## Setting details

<b>Unique reference number</b>	EY418652
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10065644
<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>	12
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	11 September 2015

## Information about this early years setting

The childminder registered in 2010 and lives in Rochdale. His provision operates all year round, Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. The childminder holds qualified teacher status. He provides funded early education for two-, three- and four-year-old children. The childminder works with a co-childminder and one assistant.

## 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 wanted to show 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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