

Childminder report

Inspection date: 8 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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

Children are very happy and safe in the care of the friendly and enthusiastic childminder. They are supported well by her nurturing and supportive approach. The setting has a real homely feel and children demonstrate their strong levels of emotional security and sense of belonging. For example, on arrival, they confidently find their photograph and place it next to a photograph of the childminder's house. This indicates to their friends that they have arrived.

The well-qualified childminder has high expectations for children and overall, she provides a well-planned curriculum. Activities are designed to reflect current themes, such as the autumn season. Themes incorporate what children need to learn. The childminder considers how she can build on what children already know and can do. She sings familiar songs and uses puppets and original home-made props to enthuse children and strengthen their already excellent love of books, songs and rhymes.

Children build on their prior knowledge as they lead their own play. They show resilience as they attempt to master the art of kicking a large ball up a grass hill. Younger children persevere as the ball rolls back to the bottom. They show their delight when they finally succeed through sheer will and determination.

Children make choices from interesting toys, equipment and natural materials in the stimulating playroom. This helps to support their independence and allows them to make informed choices about their play. Children eagerly choose items from interactive displays and take them to areas of their choosing. For example, boys take conkers and leaves from autumn displays and see if they will float or sink during water play outdoors.

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

- The childminder weaves literature into every aspect of learning. A variety of books are available and provide ideas for activities that link to the current theme. Children grow pumpkins, learn about owl babies, collect and count conkers and play with hedgehog puppets.
- The experienced childminder works hard to make continuous improvements that benefit children and families. For example, parents requested that they would like more regular communication about children's learning and progress. The childminder addressed this by providing online information and updates. Since then, parents comment that communication is excellent.
- The educational programme helps to develop children's skills across all areas of learning. Children make good progress in readiness for school. However, sometimes, the childminder does not build on opportunities to challenge

children's individual skills and learning to the very highest level.

- The childminder plans some interesting activities that excite children and help them to experience the community around them. She recently took children on an outing, using public transport. She recognised that some children had never been on a bus or a train. Activities like this help to prepare children for modern life.
- Children show a keen interest in books and stories. They excel in their literacy skills. One way the childminder helps to ignite and embed children's interest in books is by taking children to a song and rhyme session at the local library. Many outings, including visits to the local police station and fire station, contribute towards children's understanding of the world.
- The childminder places a strong emphasis on supporting children's physical health and well-being. She recently invited the local dentist into the setting to meet the children. The childminder is extremely proud to have received an award for promoting children's oral health. She explains that she is a 'Time for Smiles' setting.
- Children's behaviour is good in relation to their age and stage of development. However, the childminder is not always consistent in how she manages children's behaviour. Her expectations are not always clear, which means that some children are not fully supported to learn how to regulate their own feelings and behaviour. Nonetheless, overall, children do play cooperatively with others and with encouragement will share toys with their peers.
- Parents cannot speak highly enough about the childminder. They praise her communication with them, the homely and welcoming atmosphere and commend the reputation she has developed in the local area. Parents commend the childminder and her use of 'excellent themes' to ignite children's interest in learning. They say she is 'a keeper' and that children 'progress wonderfully' in her care.
- The childminder is committed to her own professional development and completes regular training. She has recently completed training in supporting children's communication and language skills. The childminder works closely with another local childminder and they share their good knowledge and expertise. This helps her to continue to keep updated and keep abreast of any changes to policy or practice.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good awareness of child protection procedures. She knows the correct steps to follow should she have any concerns about the welfare of a child or in the event of an allegation being made. The childminder has completed safeguarding training. She is familiar with different safeguarding issues that could affect children and families. Children are well protected. Any accidents are thoroughly documented and communicated to parents. The childminder has also developed her understanding of what significant incidents she must notify to Ofsted.

What does the setting need to do to improve?

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

- challenge children's learning even further, for example, by allowing enough time for them to consider and respond to questions, find solutions to their problems and work things out for themselves without intervening, and help them to make the very best progress possible
- be more consistent with behavioural expectations so that all children are more successful at regulating their own feelings and behaviour.

Setting details

Unique reference number	EY363077
Local authority	Rochdale
Inspection number	10106141
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 9
Total number of places	6
Number of children on roll	8
Date of previous inspection	21 November 2014

Information about this early years setting

The childminder registered in 2008 and lives in the Heywood area of Rochdale, Greater Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder provides funded early education for three- and four-year-old children. She holds an early years qualification at level 3.

Information about this inspection

Inspector

Layla Davies

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- A learning walk and a tour of the premises was carried out.
- The childminder and the inspector evaluated an activity together.
- The inspector looked at relevant documentation, discussed policies and procedures, reviewed the childminder's self-evaluation and checked evidence of her suitability and the suitability of all adults who live in the premises.
- Parents' views were obtained.
- Children were spoken to and the childminder and the inspector held ongoing discussions throughout the inspection.

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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