

Childminder report

Inspection date: 28 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

The childminder provides children with a welcoming environment. Children develop strong attachments with the childminder and feel safe and emotionally secure. For example, they confidently interact and share their learning with visitors. Children feel comfortable playing alongside the childminder or sitting on her knee when listening to stories. The childminder has high expectations for all children. She plans challenging and purposeful activities based on children's interests and the next steps in their learning. Children spend long periods of time engaging in activities they enjoy. They are motivated and independent learners.

The childminder is particularly skilled at supporting children's communication and language development. She consistently introduces new vocabulary and models the correct pronunciation of words to support children's understanding. For instance, when children point at toys or make sounds to express themselves, she models the names of resources to support their learning. Children thoroughly enjoy participating in activities in the forest school. For example, they make people out of sticks, look for bugs and re-enact their favourite stories. This helps to promote children's creativity and imagination and learn more about the natural world.

The childminder manages children's behaviour effectively. She provides children with clear and consistent boundaries to help them to understand what is expected of them. The childminder promotes a culture of mutual respect and kindness within the setting. Children demonstrate a helpful attitude as they willingly help the childminder to tidy up the resources. Children's behaviour is good.

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

- The childminder is a skilled and experienced early years practitioner. She is proactive at seeking out information from a variety of sources, such as the internet, childminder forums and face-to-face training courses. The childminder also works closely with other registered childminders to share ideas and good practice. She recently attended autism awareness training. This has helped her to gain a deep understanding of how best to support children who may have this condition.
- Children develop very good self-care skills. The childminder teaches them to adopt a can-do attitude and to do things for themselves whenever possible. For example, children quickly learn to put on and take off their coats and hang them on their coat hooks.
- The childminder encourages children to explore and take part in a variety of activities. She skilfully uses their favourite resources to promote several areas of learning. For example, the childminder notices that some children enjoy playing with cars. This prompts her to plan an activity using different vehicles dipped in

paint to make marks. Children marvel at the lines and patterns they make as they push trains, trucks and cars along the paper. This helps children to develop their control of small muscles and early writing skills in readiness for school.

- Children enjoy regular outings within the local community. For example, they visit toddler groups, soft-play areas and the library. The childminder provides resources such as multicultural books, small-world people and dolls who wear plaster casts and use crutches. This helps children to learn about the similarities and differences between people and communities beyond their own experience.
- The childminder demonstrates clear intent in all activities and the learning outcomes are evident from the beginning. She carefully monitors children's progress, which helps her to swiftly identify any gaps in their learning and seek external intervention if needed.
- Children independently access a wide range of books. The childminder teaches them how to handle books appropriately and they develop a genuine love of reading. However, she does not consistently provide a rich range of opportunities to enhance older children's learning in other aspects of early literacy.
- The childminder reflects on her practice and adapts the activities, resources and environment to meet children's individual learning needs. However, she does not make the best use of self-evaluation to target precise areas for development to help to continually improve the quality of the provision.
- Physical exercise and fresh air are well promoted. The childminder takes children for regular visits to parks and for walks in the local environment. She teaches children about the importance of adopting healthy eating habits. This contributes to their good health and well-being.
- The childminder works closely with other early years settings that some children also attend. She liaises with external professionals effectively. For example, the childminder implements the advice from speech and language therapists to support and enhance children's communication and language skills.
- Partnerships with parents are very strong. Extremely effective arrangements for sharing information help to promote high levels of consistency and continuity for children. Parents comment that communication between themselves and the childminder is very good. They are thrilled with the progress that children make.

Safeguarding

The arrangements for safeguarding are effective.

The childminder knows the signs and symptoms that would alert her to possible risk of harm. She is confident to follow the referral procedures, should she have a concern about the safety or welfare of a child in her care. The childminder regularly refreshes her safeguarding training to ensure she stays up to date with current practice. This includes updating her knowledge of how to protect children who may be exposed to extreme views. The childminder ensures that toys, resources and equipment are of good quality and safe and suitable for the children in her care. She identifies and minimises any potential risks to children's safety through daily checks of the environment.

What does the setting need to do to improve?

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

- make better use of all opportunities to help older children to strengthen their understanding of linking sounds to letters to further enhance their good early literacy skills
- strengthen the process for self-evaluation to focus more precisely on targeting improvements that help to raise the overall quality of the provision to an outstanding level.

Setting details

Unique reference number	316146
Local authority	Rochdale
Inspection number	10106248
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	4 February 2015

Information about this early years setting

The childminder registered in 2000. She lives in the Middleton area of Rochdale, Greater Manchester. The childminding setting operates from 7.30am to 5.30pm on weekdays during term time only. The childminder provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning. She discussed with the childminder how she uses observations to assess children's development and plan activities to help children to move on to the next stage in their learning.
- The childminder evaluated the quality of her teaching with the inspector, following a planned adult-led activity.
- The inspector talked to children and the childminder at appropriate times during the inspection.
- Relevant documentation, such as safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, was checked by the inspector.
- A parent spoke to the inspector and shared their views of the setting. The inspector also took account of the views of parents from written statements obtained by the childminder.

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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Piccadilly Gate
Store Street
Manchester
M1 2WD

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