

# Childminder report

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Inspection date: 31 October 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is outstanding

The childminder has an impressive level of knowledge and so has designed an exciting, engaging and challenging curriculum for children. She continuously encourages children by building upon what they already know and can do. Activities are deliberately planned to continuously adapt and build on children's learning, so children enjoy new experiences even with familiar resources and games.

Children thrive in this environment and show high levels of fascination and curiosity throughout the day. For instance, children delight as they pretend to be traffic wardens in the garden, giggling as they manipulate toy cars together. They enjoy these authoritative roles and show they understand the 'rules of the road' as they stop, start and redirect traffic, while encouraging their peers to 'stay safe'.

The childminder values children as individuals. She is passionate about supporting children to recognise and celebrate their own similarities and differences. She uses her own uniqueness to help children to see that all people are 'one of a kind' and this is a positive thing. Children embrace this message and this reflects in their respectful, considerate behaviour to others. For example, older children show real care for their younger peers. They assist them to use trickier resources and welcome them to join in with their play.

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

- It is abundantly clear that the childminder has a robust understanding of how young children learn. She uses this knowledge to deliver a very high-quality curriculum, supporting children's development. Children flourish in this environment, clearly engrossed and delighted by the array of activities and resources on offer. For instance, children delight while collecting natural resources outside to create 'potions' in their cauldrons, after reading a Halloween story. They discuss and compare as they explore the different textures and smells of leaves, stones and conkers.
- The childminder is committed to helping to keep children safe from harm. She avidly encourages children to assess their own risks and understand how to help protect themselves. For example, children read 'Smartie the penguin' and discuss safe decisions they can make while using the internet. Children show impressive maturity as they independently explain the steps to take in the event of a fire, including how to react should something go wrong during an evacuation. They are exceptionally well prepared to help manage their own safety.
- The childminder expertly supports children to control their own levels of challenge. For instance, she organises resources in order of building difficulty.

This approach means children can independently increase the level of challenge they interact with, creating their own individual goals. This is particularly evident in the mathematics area, where children move from simple shape jigsaws up to complicated balancing puzzles at their own pace. These positive practices support children to be independent learners in school.

- Children behave extremely well. They truly delight in sharing their time, toys and ideas with their friends. For example, children use impeccable manners when speaking to one another. They are considerate as they patiently wait and listen respectfully to others, even when they are very eager for their own turn. Furthermore, older children considerably take time away from their own play to assist younger children to use resources they find difficult.
- The childminder is ambitious and vehemently believes that she should 'never stop learning'. She continuously seeks new knowledge and enriches her vast experience with additional training and courses. She attends an impressive amount of workshops and practice-sharing events, in order to keep her knowledge current and valid. This reflects in her self-evaluation as she constantly examines and strengthens her practice. Therefore, the quality of teaching constantly builds and evolves, to the immense benefit of all children.
- Children's communication, language and literacy skills are expertly supported. As a result, children are achieving extremely well in these areas. For example, the youngest children impressively begin to recognise their own names, as well as the letters their names begin with. Older children can confidently sound out their entire names and attribute those sounds to letters of the alphabet. These essential skills can help to prepare children to become fluent readers.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder robustly understands the signs and symptoms which may indicate a child is being abused. She takes effective steps to ensure that she quickly knows the course of action to take should she be concerned about the welfare of a child. For example, the childminder has created a safeguarding display within the 'intimate care room' to ensure all necessary knowledge is directly at hand should a child disclose something. The childminder fully understands her safeguarding responsibilities, including the steps to take should an allegation be made against a person within her household.

## Setting details

<b>Unique reference number</b>	EY226129
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10109674
<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>	0 to 11
<b>Total number of places</b>	6
<b>Number of children on roll</b>	6
<b>Date of previous inspection</b>	20 November 2014

## Information about this early years setting

The childminder registered in 2002. She works with her daughter, who is also a registered childminder. The childminder works from her daughter's address, in the Littleborough area of Rochdale. The childminder operates during term time from 7.30am to 6pm, Monday to Friday. She also offers holiday care. She holds a relevant qualification at level 3 and her co-childminder holds a relevant qualification at level 6. The childminder provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

### Inspection activities

- The childminder and the inspector discussed the quality of the curriculum during a learning walk.
- A joint observation was conducted by the childminder and the inspector, in order to evaluate the childminder's practice.
- The inspector observed the quality of teaching, indoors and outdoors, and assessed the impact this has on children's development.
- Parents, other professionals and children shared their feedback and experiences with the inspector.

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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