

Childminder report

Inspection date:

4 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming and nurturing environment. They develop strong bonds with the childminder and are visibly happy, content and safe in her care. The childminder knows children and their families very well and this helps children to settle in quickly. Children are eager to learn and play with the wide variety of resources available. They are interested and enthusiastic about everything they do. Children demonstrate high levels of self-esteem and confidence as they share their knowledge with visitors. For example, they explain, 'The dinosaur hatched out of the egg. It has eyes and sharp teeth.'

Children persevere, concentrate and learn through trial and error. For example, when playing with an electronic toy, they keep trying until they match the two halves of the animals correctly. Children respond well to the childminder's continuous praise and encouragement. They beam with pride as they achieve what they set out to do.

The childminder has high expectations for children's behaviour and they behave well. Children share and take turns when playing ball games and are extremely polite and well mannered. They are respectful and demonstrate a kind and helpful attitude towards the childminder. For example, when asked to tidy up, children respond quickly to the instructions.

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

- The childminder incorporates children's interests well into planned activities. For example, she uses children's interest in numbers and dinosaurs to help them to make good progress in their mathematical development. Children enthusiastically count, sort and compare the sizes of the dinosaurs. The childminder also encourages children to consider sizes and shapes within their play. For example, she challenges children to collect large foam numbers. They practise naming each number and finding where it fits on a hopscotch grid. This helps to promote children's early mathematical skills, in readiness for future learning and school.
- The childminder makes accurate observations of children's learning and identifies the next steps in their development. However, she does not track children's progress precisely enough to enable her to quickly identify any gaps in their development and ensure that they achieve at the highest level.
- Children's communication and language skills progress rapidly. They express their views and opinions clearly and have a wide range of vocabulary when they answer questions. Children enjoy looking at books and ask questions such as, 'What is it?' They remain focused and engaged, and talk enthusiastically about what they see. For example, they laugh, giggle and say, 'Look. The monkey has

taken all the bananas and the giraffe has taken the pineapple.'

- The childminder provides children with nutritious snacks and meals. She works effectively in partnership with parents to support children's continuing good health and emerging toileting needs. The childminder is a good role model for hygiene practices and responds to children's care needs quickly to ensure that they remain comfortable and content. This contributes to children's good health and well-being.
- Children enjoy a wealth of opportunities and experiences that help them to learn about the world around them. For example, they go for walks in the local community and visit shops, the library and the mosque. Children enthusiastically recall the time when they saw a digger and the operator allowed them to sit in it. This helps children to develop a deep understanding of their local community.
- The childminder creates a culture of mutual respect and tolerance within the setting. She provides an environment and a range of resources that reflect the diversity of children's lives. The childminder teaches children about festivals, including Eid and Christmas. Children develop a good understanding of the similarities and differences between people and communities beyond their own experience.
- The childminder is bilingual. She teaches children English effectively, while also respecting and encouraging children's home language to support their sense of identity.
- The childminder reflects on her practice and adapts the environment, activities and resources to meet children's individual learning needs. However, she does not make the best use of self-evaluation to identify priorities for training to help to raise the quality of her practice to a higher level.
- The arrangements for sharing information with parents about children's learning and development are good. The childminder talks to parents about what children have been doing in the setting and helps them to support children's learning at home. This helps to promote good levels of consistency and continuity for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse and neglect. She is confident to follow the referral procedures, should she have concerns about the safety or welfare of a child. The childminder attends regular safeguarding training to ensure she keeps up to date about new child protection procedures, legislation and practice. She completes daily risk assessments of her home to ensure children play in a safe environment. The childminder closely supervises children when they play, and teaches them how to keep themselves safe in the home and when on outings.

What does the setting need to do to improve?

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

- strengthen the process for tracking children's development to quickly identify any gaps in their learning to help to secure the highest levels of achievement for all children
- make better use of self-evaluation to identify specific training needs that help to raise the already good quality of teaching to a higher level.

Setting details

Unique reference number	EY356380
Local authority	Rochdale
Inspection number	10106140
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	15 September 2014

Information about this early years setting

The childminder registered in 2007 and lives in Rochdale, Greater Manchester. She operates all year round from 8am to 6pm, Monday to Friday, except for personal holidays and bank holidays.

Information about this inspection

Inspector

Julie Kelly

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's 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 throughout the inspection. She discussed with the childminder how she observes, assesses and plans for children's learning.
- Relevant documentation, including safeguarding policies and procedures and evidence of the suitability of the childminder and other adults living on the premises, was checked by the inspector.
- The inspector discussed the arrangements for self-evaluation with 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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