

Childminder report

Inspection date:

8 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

The childminder is extremely sensitive and caring, and provides children with a home-from-home nurturing environment. Children who are new to the setting quickly form strong attachments to her. They demonstrate good levels of emotional security and feel safe in the setting. The childminder is well qualified and uses her knowledge effectively to support children's learning and development. She has high expectations of what children can achieve. The childminder plans activities based on children's individual interests to help them to move on to the next stage in their learning. For example, she uses children's interest in messy play to help them to learn to concentrate and stay focused. Children's physical development is promoted well. For example, young children pour water from jugs into containers with remarkable skill. Children also enjoy opportunities to develop their large-muscle control and coordination. For instance, they access local parks where they use large climbing equipment and ride wheeled toys in the garden.

Children develop a positive attitude to learning. They confidently explore their environment and engage in purposeful play. The childminder uses highly successful strategies to help children to learn behavioural expectations. She provides children with clear and consistent boundaries and supports children to manage their own feelings, with the utmost calmness and sensitivity. The childminder works closely with parents to ensure children receive the same messages at home. Children are developing an understanding of how their behaviour affects the feelings of others.

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

- The childminder carefully observes children's play and uses this information to accurately assess what they know, understand and can do. She has an in-depth knowledge and understanding of the children in her care and the experiences they bring from home. This helps her to build on children's prior learning and plan activities to help them to make good progress.
- Overall, the childminder promotes children's communication and language skills well. She introduces words, such as 'roll', 'squash' and 'flatten' when children make models out of play dough. The childminder sings relevant songs to children as they play. For instance, she sings, 'This is the way we stir the mixture, when we're making play dough'. However, there are occasions when the childminder does not give children enough time to respond to questions they are asked, to help to further enhance their thinking skills.
- Care practices are good. The childminder ensures that children's physical needs are responded to quickly. This ensures children remain comfortable and content. Furthermore, it has a positive impact on their good health and well-being.
- The childminder encourages children to be independent from an early age. Children demonstrate good self-care skills for their age. For example, they

competently peel bananas and tangerines at snack time. The childminder role models good hygiene practices and teaches children about the importance of good hygiene routines, such as handwashing at mealtimes.

- The childminder skilfully incorporates mathematical ideas and language into a wide range of activities. For example, children use different-sized spoons to measure ingredients and spontaneously count how many cups of flour they need to make play dough. The childminder role models language, such as 'full', 'empty', 'big' and 'small'. This helps children to develop early mathematical skills and concepts in readiness for school.
- Children demonstrate a kind, helpful attitude. They respond quickly to requests and instructions from the childminder. For example, they go into the porch when asked to collect their bag, ready for nappy-changing time.
- Partnerships with parents are strong. The childminder works hard to encourage parents to be fully involved in their child's learning from the start. She shares information about children's progress and is extremely successful in helping parents to support children's learning at home. This helps to promote high levels of continuity and consistency for children. Parents are highly complimentary about the childminder and the care and education their children receive. They comment that children adore the childminder and learn something new every day. Parents state that the childminder is doing an amazing job.
- Self-evaluation is effective. The childminder works with other registered childminders to share ideas and best practice. She attends childminding network meetings and has gained a level 2 and level 3 early years qualification since her last inspection. Despite this, the childminder has not recently taken full advantage of opportunities for ongoing professional development to help to improve her teaching skills to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is vigilant regarding children's safety and supervises them well at all times. She has a good knowledge of the signs and symptoms of abuse and neglect. The childminder understands her responsibility to refer any such concerns to the appropriate professionals. She attends regular safeguarding training to ensure that she keeps up to date about new child protection guidance, legislation or practice. The childminder identifies and minimises any potential hazards to children's safety through daily assessments of risk. For example, she checks that toys, furniture and equipment are safe and suitable for the ages of children who attend, to enable them to play and learn safely.

What does the setting need to do to improve?

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

- give children more time to respond to questions to help to build on their thinking skills and extend their learning further
- make the most of all opportunities for professional development to enhance teaching skills to a higher level.

Setting details

Unique reference number	EY475297
Local authority	Rochdale
Inspection number	10075758
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	2 to 9
Total number of places	6
Number of children on roll	2
Date of previous inspection	7 March 2016

Information about this early years setting

The childminder registered in 2014 and lives in Heywood, Rochdale. She operates all year round from 7.30am to 5.30pm, on Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She provides early years funded 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.
- 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, 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.
- The inspector 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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