

Childminder report

Inspection date: 7 January 2020

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| 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 | Outstanding |
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What is it like to attend this early years setting?

The provision is good

Children make good progress in the care of the nurturing, well-qualified childminder. The environment promotes independence and encourages children to be curious and inquisitive. A wide variety of open-ended resources promote children's thinking skills and develop their imagination.

The childminder has high expectations of children. She plans activities that challenge and engage them. For instance, children learn how warm water affects ice cubes and they explore the difference between solids and liquids. Children are confident, motivated and eager to learn.

Children's behaviour is good. It is clear they feel happy and safe. Children whisper and giggle when working together to transport water using large spoons. They negotiate how much water they need to fill containers and develop their mathematical language. For example, they discuss needing 'more' water to 'fill' the bowl.

Children's physical skills are well promoted. Children explore the large outdoor area with enthusiasm. Older children use the climbing equipment independently. They skilfully navigate ladders and are aware of the need to be careful. Babies use walking equipment to balance before confidently taking unaided steps. Children use tweezers to pick up and transfer objects. This helps to strengthen their small muscles in preparation for early writing.

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

- The childminder knows the children well. Her curriculum is constructed based on children's interests and next steps in learning. She uses ongoing assessments and information from parents to plan activities that build on what children already know and can do. Teaching is effective and is carefully adapted to meet the needs of children. However, occasionally, the childminder asks children questions about their play in quick succession. This means that they do not always have time to process what is happening and respond before being asked something new.
- The childminder models good language. She speaks with clarity and introduces a range of new vocabulary. The childminder naturally repeats words and phrases back to children, helping to correct their pronunciation. Children enjoy singing. They confidently choose songs they like and sing the words from memory.
- Children benefit from a vibrant and print-rich indoor environment. The seven areas of learning are well embedded in the playroom. The childminder acknowledges that this is not currently replicated in the outdoor area. Therefore, children who prefer to learn outdoors are not fully supported. She has firm plans

in place to address this weakness.

- Children are learning to manage their feelings and behaviour well. Firm rules and boundaries help them to develop a sense of right and wrong. Older children demonstrate that they remember what is expected when they gently remind younger children of how to use resources correctly.
- Relationships between the childminder and children are unique. The childminder is calm and kind. She speaks to the children with respect and reassurance. This boosts children's self-esteem and helps them to feel secure.
- Children's independence skills are especially well supported. Children relish the opportunity to help with small tasks. For instance, they wipe down the tables and chairs when they spill water. Children put on their own 'puddle suits' and wellington boots, and wash their hands independently.
- Partnership with parents is excellent. The consistent two-way flow of information means that children receive good continuity of care. Parents speak highly of the childminder and are very happy with the quality of care provided. They are kept up to date with children's development and are aware of how to extend learning at home.
- The childminder is highly reflective. She regularly seeks the views and opinions of parents and children. This information is then used to inform her curriculum and develop her provision. The childminder is passionate about providing high-quality care for families. She works closely with the local authority and other childminders to share good practice and keep her knowledge up to date.

Safeguarding

The arrangements for safeguarding are effective.

The childminder can confidently identify the signs and symptoms of abuse. She knows the procedures to follow if she is concerned about the welfare of a child. The childminder has a good knowledge and understanding of wider safeguarding concerns. She is aware of the safeguarding issues prevalent within the local area. For example, the childminder has completed training to further develop her understanding of child sexual exploitation.

What does the setting need to do to improve?

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

- allow children sufficient time to think about and respond to the questions they are asked
- develop the outdoor area further to fully support children who prefer to learn outdoors.

Setting details

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| Unique reference number | EY222855 |
| Local authority | Rochdale |
| Inspection number | 10109671 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 0 to 10 |
| Total number of places | 6 |
| Number of children on roll | 9 |
| Date of previous inspection | 17 November 2014 |

Information about this early years setting

The childminder registered in 2002 and lives in Rochdale. She operates Monday to Friday from 7am until 6pm all year round, with the exception of family holidays. The childminder is qualified to level 3 in childcare. She receives funding for the early education of two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The childminder showed the inspector the areas of the property used for childminding.
- The quality of teaching was observed throughout the inspection. The inspector evaluated the impact on children's learning.
- The inspector viewed a selection of written parental feedback.
- Documentation relating to the suitability of people living and working on the premises was checked. The inspector also looked at paediatric first-aid certificates and the progress checks for two-year-olds.
- The inspector held regular discussions with the childminder and children at appropriate times 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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