

Childminder report

Inspection date: 6 December 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

Children are happy and safe in the care of the childminder and her co-childminder. The childminders are attentive to children's needs and offer them lots of cuddles, which children relish.

The large, spacious playroom provides a wealth of learning opportunities that keep children engaged and motivated in their learning. Children enjoy selecting their favourite activities, such as the train track. The childminder encourages children to try new ways to fit the track together, which enhances their learning and helps children develop a can-do attitude. At other times, children snuggle under blankets on the sofa bed and listen to stories. Children, including toddlers, demonstrate good listening skills. They talk eagerly about the story and predict what will happen next. Children have access to lots of stories and develop a love of books from a young age.

The childminder has high expectations. She deters unwanted behaviour, for example, by talking to children about their actions. This approach works well in practice and children are keen to share their toys. Children benefit from consistent routines, which provides continuity in their care and learning. The childminder provides a curriculum that focuses on 'school readiness'. As a result, pre-school children can dress themselves and are proficient with their self-care skills.

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

- The childminder wants children to make the best possible progress, regardless of their abilities. She works closely with parents, for example, by implementing her 'working together' policy. The childminder also shares ideas to extend children's learning at home.
- Children are becoming confident communicators. They enjoy learning new words, such as 'vanilla' as they pretend to make ice creams. The childminder understands how children's speech develops and activities are well sequenced. For example, she provides enjoyable games such as tongue exercises and sound activities to help toddlers' early speech development and pronunciation.
- Children enjoy outings in the community where they learn about the wider world. They enjoy visits to the allotment where they grow and harvest different fruits, such as blueberries, rhubarb and gooseberries. Children also see who can grow the tallest sunflower, which introduces them to early mathematics. At other times, children enjoy trips to the Indian grocers to buy different spices for their cooking and baking activities.
- Although children benefit from planned outings in the community, less emphasis is given to the outdoor learning environment in the childminder's home. The back garden provides limited opportunities to extend children's knowledge and

understanding across all areas of learning. For example, activities in the back garden are focused predominately on developing children's physical skills. The childminder has also identified this as an area to develop through her self-evaluation.

- The childminder and her co-childminder work well as a team. They understand the importance of their roles and work hard to ensure children are happy and settled in their care. Their commitment and dedication are welcomed by parents. One parent described the childminders' care as 'like home from home'. The childminder communicates well with parents. She provides verbal updates each day, and parents particularly welcome the daily 'blog' which is sent electronically. Partnership with parents is strong.
- The childminder has completed all mandatory training, such as first aid. As a result, children are protected in the event of an accident or injury. However, the childminder has not considered further development opportunities to ensure continuous improvements in all aspects of her practice.
- Children's health and well-being are promoted well. Children develop their social skills as they sit together eating juicy melons for snack. The childminder implements effective hygiene procedures when changing nappies. At other times, children are able to relax on the large sofa bed, which helps them understand the effects of physical exercise on their bodies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is acutely aware of her responsibility to ensure children's safety. She acts swiftly in the event of a concern and has previously worked with relevant agencies, to ensure children are protected. The childminder has accessed child protection training and has up-to-date information should any concerns arise. The childminder and her co-childminder implement rigorous risk assessments so that children's safety is assured in the home. All toys and resources are of good quality and safe for children to use. Children also learn from an early age how to keep themselves safe. For example, they know to tidy the toys away in case they fall over them. Children's safety is further assured because all required checks have been completed for adults living in the household.

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 the back garden to extend further children's knowledge and understanding across all areas of learning
- enhance the programme of professional development to ensure continuous improvements in all aspects of practice.

Setting details

Unique reference number	EY437729
Local authority	Rochdale
Inspection number	10071463
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	0 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	18 February 2014

Information about this early years setting

The childminder registered in 2011 and lives in Littleborough, Rochdale. She operates Monday to Friday from 7am to 6pm, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. She works with a co-childminder and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector held discussions with the childminder, her co-childminder and the children at appropriate times during the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector carried out a joint observation with the childminder.
- The inspector spoke to one parent during the inspection.
- The inspector reviewed documents, including first-aid certificates.
- The inspector viewed all areas of the premises where childcare is provided, including the back garden.

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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