

Childminder report

Inspection date: 16 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 |
|----------------------------------------------|-------------|

What is it like to attend this early years setting?

The provision is good

Children display high levels of confidence as they explore the variety of resources and activities available in this setting. They are eager to share their successes with the childminder and their peers. For example, children celebrate their own knowledge, drawing attention to the fact they can count to 10, saying, 'look at what I can do'.

Children enjoy warm, genuine bonds with the childminder. Older children seek affection through cuddles and happily invite her into their play. Younger children find comfort in the childminder when they feel tired or upset. For example, they feel reassured when the childminder explains all of the exciting activities she has planned for the day.

Children's early literacy skills are well promoted here. The childminder challenges children. She uses songs and games to help older children to begin to identify letter sounds. This is reflected in their knowledge as they confidently spell their own names phonetically. Younger children show a keen interest in books and songs, which the childminder encourages. She adds props and shadow puppets to further engage and successfully hold children's interests. Furthermore, children begin to develop good pencil control. The childminder supports children well as they practise writing familiar letters and start to give meaning to marks they make.

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

- The childminder is a good role model. She ensures her own hygiene practices are strong in order to set an example for children. For example, she washes her hands when helping children with runny noses. She explains to children that washing your hands 'takes the germs away'. Furthermore, the childminder encourages children to try healthy foods. She supplements their packed lunches with peppers and grapes and explains they are good food choices. This helps to build an early understanding of the links between good hygiene, healthy choices and good health.
- The childminder regularly reflects upon her own practice. She works closely with other professionals, sharing good practice, discussing new ideas and evaluating her work. This means she is continuously identifying and acting upon any areas for development.
- The quality of teaching is generally good. The childminder has a good understanding of how young children learn. She has ambitious goals for all children in her setting. She considers children's individual interests and their stages of development when planning for their next steps in learning. This supports children's good progress. However, at times, group activities are not organised effectively to meet the various needs of children. For example, some

adult-led activities are too advanced for younger children, who become bored and walk away.

- Children giggle with delight as they engage in imaginative play with their peers. They dress up as doctors and nurses and tend to their friend's various ailments. Children use their own first-hand experiences to enrich this role play. For example, children put on rubber gloves before examining their patients and make medical 'notes' on a clipboard. The childminder supports children's play well, adding different tools they can use, such as a stethoscope. Children stay focused for long periods of time while playing and finally diagnose their patient with 'spiders in his tummy'. This helps to support children's imaginative development.
- Parents value this setting and express that they 'couldn't be happier'. They particularly appreciate the regular updates, pictures and daily log that the childminder shares with them. Parents cherish the childminder and the guidance and advice she provides, especially with regard to their children's ongoing learning and development.
- Children enjoy the responsibility of taking on small jobs. They eagerly hand out drinks during mealtimes and help the childminder to tidy away the toys. Children are aware of the behavioural expectations of the setting. They behave well. At times, children even remind one another of the rules, signalling to their friends, 'turn the volume down please, too loud'. This helps to promote children's personal and social development.

Safeguarding

The arrangements for safeguarding are effective.

The childminder attends regular training to help keep her safeguarding knowledge up to date. She can confidently recognise signs and symptoms which may indicate a child is being abused. Additionally, she understands the correct procedures to follow should she have concerns for the welfare of any child. The childminder is also acutely aware of her safeguarding responsibilities. For instance, she knows the correct steps to take should an allegation be made against her or any member of her household. The childminder keeps her public liability insurance and paediatric first-aid training up to date.

What does the setting need to do to improve?

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

- strengthen the organisation of group activities to ensure they are differentiated to meet the individual needs of children of different ages, particularly younger children.

Setting details

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|------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | EY381829 |
| Local authority | Rochdale |
| Inspection number | 10109778 |
| Type of provision | Childminder |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childminder |
| Age range of children | 1 to 4 |
| Total number of places | 6 |
| Number of children on roll | 5 |
| Date of previous inspection | 29 October 2014 |

Information about this early years setting

The childminder registered in 2008. She lives in the Milnrow area of Rochdale. The childminder operates all year round, from Tuesday to Friday, from 7am until 4.30pm. She closes for bank holidays and family holidays. The childminder holds a relevant early years qualification at level 3. She offers funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The childminder discussed the curriculum offered with the inspector and showed her all areas used for childminding.
- The inspector observed and evaluated interactions between the childminder and the children throughout the inspection.
- Relevant documentation was viewed by the inspector, including evidence of the suitability of people living in the home.
- A joint observation was conducted by the inspector and the childminder, during which the quality of education was discussed.
- Leadership and management discussions were held between the childminder and the inspector when appropriate. Parents shared written feedback 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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