

# Childminder report

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Inspection date: 11 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The childminder provides a homely environment where children feel safe and valued. She is attentive to their needs and ensures that their favourite activities are readily available. As a result, children are excited and eager to attend. They play well together and show a caring attitude to each other as they take turns and share the toys.

The childminder knows the children very well and wants them to do their best and be ready for school. She celebrates children's achievements, which boosts their self-esteem. For example, when children become toilet trained, they receive lots of kind words and praise. The childminder makes learning fun, which helps children to develop a positive attitude to learning. They develop their creativity as they make pretend cups of tea and play with the imaginative resources. At other times, the childminder supports children's learning by taking them to the farm to buy fresh eggs. For example, they develop an awareness of number as they count the eggs and money. Children also learn new words, such as 'chicken coop', which widens their vocabulary. Although children are acquiring new words and develop a love of reading, the childminder does not fully extend these aspects of learning.

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

- Children are extremely confident and demonstrate high levels of engagement during their activities. They act out experiences as they engage in imaginative play and talk enthusiastically about their favourite action characters. The childminder skilfully follows children's lead and extends their learning. For example, she introduces dressing-up clothes so that children can practise getting dressed, which helps them to become independent with their self-care skills. These important skills prepare children well for their transition to school.
- The childminder supports children's personal development well. She has lots of resources, displays and books that depict positive images of different groups. Children also engage in non-gender-bias play. For example, boys are eager to play with the dolls and pushchairs. This practice, which is positively encouraged by the childminder, helps children to develop good levels of respect and tolerance of all groups of people.
- Reading is given high priority. The childminder and children share the joy of reading and lots of books are readily available. During the inspection, the childminder and children thoroughly enjoyed reading the story about a tiger who came to tea. Children were extremely knowledgeable about the storyline and joined in avidly. The childminder has an abundance of story bags with books and props to enhance children's early reading skills. However, she has not considered how to extend their love of reading at home.
- The childminder is accurate in her self-evaluation. She has identified areas that

she would like to develop further, such as gaining more knowledge of teaching and learning. She has also recently started a new quality assurance module via the local authority, to enhance the quality of her practice. The childminder has gained much support from local childminders who share their expertise. As a group, they have planned some enriching activities for children. For instance, they arranged an animal workshop so that children could experience different animals and reptiles, such as snakes and meerkats. This valuable learning experience also helped children overcome their fears of different animals and creatures.

- Children enjoy outdoor play opportunities and benefit from lots of fresh air and exercise. They take part in forest school activities. During these activities, they learn about nature as they collect leaves and conkers. Children also talk confidently about the flowers and fruits, such as strawberries, that they planted in the garden last year. Their communication and language skills are developing well. The childminder asks open questions and engages children in meaningful conversations, which generates lots of chatter. However, she does not do enough to support children when they mispronounce words. As a result, they are not developing their early speaking skills as successfully as other aspects of learning.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder is aware of the possible signs of abuse and the steps to take if she has any concerns about a child's well-being. She has paid particular attention to the safety of her home. The childminder has installed a large safety gate, which prevents children accessing the kitchen area. She also uses safety mats in the back garden. This minimises the risk of any bumps and injuries during outdoor play. The childminder also teaches children how to keep themselves safe. For example, children practise the fire drill and they know to wait for the childminder before they climb the steep stairs.

## What does the setting need to do to improve?

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

- share ideas and suggestions with parents to extend their children's love of reading at home
- help children to pronounce words, for example, by repeating what they say in the correct way.

## Setting details

<b>Unique reference number</b>	EY252313
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10129024
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	3 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	2
<b>Date of previous inspection</b>	23 October 2015

## Information about this early years setting

The childminder registered in 2002 and lives in Middleton, Rochdale. She operates all year round from 7am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant. She receives funding for free early years education for two-, three- and four-year-old children. The childminder holds an early years qualification at level 3.

## Information about this inspection

### Inspector

Tricia Graham

### Inspection activities

- The inspector observed the childminder's interaction with the children.
- The inspector evaluated an activity with the childminder.
- The inspector considered how the childminder works in partnership with parents.
- The inspector spoke to children about their play and learning.
- The inspector spoke to the childminder throughout the inspection.
- The inspector viewed a sample of documentation, including training certificates and children's records.
- Consideration was given to parents' written comments.

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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