

Childminder report

Inspection date: 14 February 2020

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The thoroughly nurturing childminder establishes wonderful relationships with children and their families from the very start. Supporting children and their families is at the heart of everything she does. Highly successful strategies, such as home visits, individualised settling in-sessions and detailed information gathering, are used tremendously well. Consequently, all children feel welcomed, settle quickly and become part of her family. Children are very happy in the childminder's care and display high levels of confidence and self-esteem.

Children are extremely kind and caring and behave exceptionally well. This is because the childminder calmly and consistently implements highly effective, age-appropriate strategies for behaviour. Younger children are given time and space to reflect on their actions and re-join activities when they are ready. Additionally, clear explanations are used very well to help older children understand how their behaviour can affect others and enable them to resolve minor conflicts by themselves.

The childminder expertly creates an environment that is highly stimulating while still retaining a home-from-home feel. Excellent resources are carefully selected to significantly enhance children's interests and next steps in learning. Children demonstrate a thirst for knowledge. For example, they eagerly count out objects and learn complex shape names, such as 'rhombus'. Excellent teaching by the childminder helps extend children's knowledge beyond what they already know and can do. For instance, she extends their understanding of number by showing children how to place a finger on each item as they count aloud.

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

- The childminder monitors children's progress meticulously from the outset. She uses her in-depth observations to accurately assess their learning. From this she plans highly challenging and stimulating activities. These meet the needs of all children who attend. This includes children who are funded and those with special educational needs and/or disabilities. All children make rapid progress and are extremely well prepared for the move on to pre-school or school.
- The childminder skilfully adapts activities so that all children can take part. Toddlers develop their hand-to-eye coordination while handling cotton wool balls and pushing them in and out of plastic bottles. Older children intricately use tweezers to grab the cotton wool balls. This helps them to develop their finger muscles in preparation for holding a pen and writing. Children practise their mathematical skills. The childminder encourages children to count out the number of cotton balls they have, and challenges them to make predictions, such as how many it will take to fill the bottle.

- All children become absorbed in activities and maintain high levels of involvement and concentration. Toddlers use moulding dough to make their own creations and confidently use tools, such as rolling pins. Older children roll and twist the dough to make the different shapes on their corresponding shape cards. The childminder skilfully questions children to test their understanding and widen their vocabulary. For example, children confidently discuss the difference between a circle and an oval. In addition, they describe how a rectangle has 'two long sides' and 'two short sides', when compared to a square.
- Children have fabulous opportunities to learn about each other and the wider world. For instance, they excitedly share their special 'home link books' with each other. Children become enthralled as they look at the beautiful array of photographs in each other's books. They lovingly recall their time spent with the childminder and show pure delight as they confidently talk about their home lives. In addition, children visit many different places of interest. For example, they recently visited a Chinese restaurant, where they learned about Chinese New Year, tasted different foods and looked at Chinese symbols.
- Children visit parks, play centres and playgroups. These help them to develop their social skills away from the setting and provide them with opportunities to experience safe risks and challenge.
- Partnerships with parents and other professionals involved in children's care and learning are exceptional. Robust information sharing and targeted plans are highly successful. These ensure that every child is fully supported and can succeed beyond their expected capabilities. Parents affectionately comment about the childminder. They say they 'feel lucky to have found her' and that they 'could not wish for a better service or person' to love and care for their child.
- The childminder is passionate in her pursuit to provide a first-class service. She is constantly reflecting on her practice. The childminder sharply focuses training to provide maximum input in children's learning. For example, she takes part in quality assurance forums with the local authority. This helps shape her provision to ensure all children maintain high levels of development and have access to their full entitlement of early years funding. The childminder shares her knowledge with others, including her assistant, supporting others to also make a difference to children's education and life chances. The childminder works closely with her assistant and provides her with regular coaching and training.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has an in-depth safeguarding and child protection knowledge. She attends training and conducts her own reading and research. This means she is always highly alert to any legislative changes. The childminder ensures her assistant attends all mandatory training, such as paediatric first-aid. The childminder knows what she needs to do should she have any concerns about a child or the conduct of her assistant. She implements highly effective risk assessments both in her home and for the outings she undertakes.

Setting details

Unique reference number	EY405684
Local authority	Rochdale
Inspection number	10129091
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 11
Total number of places	6
Number of children on roll	8
Date of previous inspection	6 August 2015

Information about this early years setting

The childminder registered in 2010 and lives in Rochdale, Manchester. She operates all year round from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder has a foundation degree in early years. She occasionally works with an assistant, who is her mother.

Information about this inspection

Inspector

Donna Birch

Inspection activities

- The childminder and the inspector took part in a learning walk, during which the childminder discussed how she organises her provision. The inspector observed interactions between the childminder and the children and assessed the impact these have on children's learning.
- Several parents telephoned the inspector during the inspection. The inspector took account of parents' views.
- The childminder planned an activity and she discussed its effectiveness with the inspector.
- The inspector spoke with the childminder and the children throughout the inspection. She looked at relevant documentation and checked evidence of the suitability of all adults who live and work in her home.

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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