

Childminder report

Inspection date: 21 February 2020

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

The childminder provides a very welcoming and stimulating environment that contributes towards meeting children's individual needs. She has high expectations of children and plans a rich and varied curriculum that reflects what children are interested in. However, the childminder does not gather detailed information when children first start at the setting. Children have immense fun as they learn through play. They enjoy easy access to a wealth of good-quality resources. However, there are fewer opportunities for children to see print in the environment. Children eagerly participate in a wide variety of exciting learning experiences. For example, they thoroughly enjoy playing with sand. The childminder models how to fill and empty containers, and encourages older children to hunt for hidden numerals and letters. They make sandcastles and observe how the texture of sand changes once water is added.

Children have developed trusting and caring relationships with the childminder. They clearly enjoy the time they spend with her and show increasing confidence in their play and learning. They are content, happy, safe and secure. They concentrate on their chosen activities and are motivated to try new experiences. The childminder encourages children to undertake simple tasks, such as helping to tidy away activities. This helps them to develop a sense of responsibility and assists in developing their independence skills.

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

- Throughout children's play, the childminder supports their learning by modelling, explaining what is happening, making suggestions and praising children for their efforts. The childminder asks simple, open-ended questions and provides a running commentary in play. She engages children in constant discussion, modelling the correct language and extending sentences. This helps children to become very skilful and confident communicators who are able to articulate their thoughts and ideas.
- Older children demonstrate impressive recognition of letter sounds. They eagerly play with magnetic letters and recite the sounds that letters make. The childminder challenges their learning further by asking them to consider if they can think of anything that begins with that letter sound. Children form recognisable letters on a whiteboard as they write letters which are meaningful to them, such as the first letter of their name. However, despite these activities, there are few opportunities for children to see print in the environment to help them to understand that print carries meaning.
- The childminder gathers important information about children's likes, dislikes and their routines prior to them starting at her setting. This supports children to settle with ease and quickly become accustomed to their new environment.

However, the childminder does not yet gather detailed and precise information about children's existing skills and abilities to help her to plan from the outset and build immediately on what children already know. That said, the childminder completes detailed observations and tracks children's learning and development. She utilises this information successfully to address any emerging gaps and plan activities that help children to make progress in all areas of learning.

- Children show kindness and concern for each other as they play harmoniously together. The childminder offers very gentle, clear and consistent reminders as she shares her behavioural expectations. As a result, children behave well and are beginning to understand what is expected of them. They are learning to share, take turns and listen to one another.
- Children enjoy being physically active. They eagerly participate in action songs and rhymes, and move their bodies with increasing control as they copy familiar actions. Young children enjoy rolling balls down a slope and are excited to roll a ball back and forth. The childminder talks to children about the ball travelling fast and slow, and they giggle as they chase after it as it rolls across the room.
- Children's emotional well-being and self-esteem are given high regard. The childminder models kind and patient behaviour and talks to children about how they are feeling. Children proudly share pictures of themselves engaged in activities and use their recall skills to talk about what they are doing. They show a true sense of belonging and relish the warmth and praise they receive from the childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of the procedures to follow should she have concerns about the welfare of a child in her care. She has attended training to help scaffold her knowledge, which helps to ensure that she keeps abreast of any changes to legislation. The childminder confidently describes the possible signs and symptoms that may indicate a child is at risk, and explains the action she would take following an allegation. She is fully committed to providing a safe environment for children and regularly completes detailed risk assessments to ensure that her resources and equipment are suitable.

What does the setting need to do to improve?

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

- gather more precise information to build coherently on what children already know from the outset
- create more opportunities for children to understand that print carries meaning.

Setting details

Unique reference number	EY410597
Local authority	Rochdale
Inspection number	10065642
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	10
Date of previous inspection	21 September 2015

Information about this early years setting

The childminder registered in 2010 and lives in Heywood. She operates all year round from 7.30am to 6.30pm, on Monday, Wednesday, Thursday and Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Karen Cox

Inspection activities

- The inspector had a tour of the childminder's home.
- A joint observation of an activity was completed with the childminder.
- A sample of documentation was viewed, including evidence of the suitability of adults living in the household.
- The inspector spoke to children and the childminder at suitable times during the inspection.
- Written feedback provided by parents was taken account of by 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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