

Childminder report

Inspection date: 24 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

Children are safe and well cared for by the childminder. They enjoy each other's company and play together harmoniously. For example, children work together to make a 'jumping wall' with the building bricks. They support each other by offering ideas and create an impressive construction. Children thoroughly enjoy the vast range of activities provided and they are eager to learn. Their learning is truly enhanced because the childminder makes activities fun. She also offers a wealth of exciting experiences that ignite children's interests.

Children recently embarked on a natural history adventure to see 'Dippy in Rochdale'. This experience enabled children to touch real fossils and explore the world of dinosaurs, including the diplodocus. Following this adventure, children worked hard to create a dinosaur museum in the childminder's home. They made fossils and pretend dinosaur food to sell in their shop. They also discovered the connection between dinosaurs and volcanoes. This discovery motivated children to have a go at making their own volcano using pulped paper. Children's creativity and eagerness to learn has kept them engaged in this exciting topic. Parents also comment that they are amazed by the range of activities provided.

The childminder has high expectations for all children. She plans activities with a purpose so that children can develop and learn new skills. However, children do not have as many opportunities to widen their vocabulary.

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

- Children behave well and show respect for their friends. They have good listening skills and respond well to any requests from the childminder. For example, toddlers listen and respond when the childminder reminds them not to climb the stairs. The childminder has used knowledge from training to promote children's good behaviour. She rewards children with special treats from the 'treasure chest' and toddlers beam with pride when they get to choose a sticker for their special achievements.
- The childminder knows what children need to learn next and her planning is seamless. This means that children develop their knowledge and skills at the right pace. During the inspection, the childminder organised her curriculum around children's interest in the story of the 'Owl Babies'. She introduced a woodpecker game to help children make connections between different birds. The children competently counted the pretend worms and matched the different worms, which supports their early mathematical development. This activity generated lots of discussions about what birds eat. It also linked to their previous learning when they made bird feeders. These first-hand experiences help children to consolidate their learning.

- The childminder encourages children to read regularly. Books are available in all areas, such as the playroom and the pretend dinosaur museum. The childminder links books to current topics and she also reads with children. These experiences help children to appreciate the joy of reading. The childminder understands the importance of helping children to develop their early writing skills. All children have an 'I can write my name' booklet which helps them to recognise the letters in their name. The childminder also adapts activities to meet children's individual needs. For example, she provides pencils for children who are left handed. As a result, all children are able to apply and practise their early writing skills comfortably.
- The childminder focuses well on supporting children's development so that they are ready for their next stage in learning. For example, she takes toddlers to the small indoor play area where they can develop their physical skills. She encourages older children to develop their self-care skills, for example by getting dressed and undressed for their yoga sessions. However, children are not exposed to a wide range of vocabulary, which means they have fewer opportunities to learn and use new and exciting words.
- Partnership with parents is a key strength. This view is reflected by the very positive comments from parents. The childminder shares ideas with them to extend their children's learning at home. For example, she provides useful tips on toilet training techniques and how to reward children when they use the toilet. This approach helps to provide continuity in children's care. The childminder also provides parents with regular feedback about their children's progress and learning. Although the childminder has systems for observing and tracking children's progress, the information she provides to parents is not consistently accurate. This relates particularly to children's mathematical development. The childminder is aware of this minor gap and has already identified that improvements are needed.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of child protection matters and understands her duty to protect children. She is aware of the different types of abuse and the steps to take if she has any concerns about a child's well-being. The childminder implements her policies well. For example, she has parental controls on the internet so that children cannot access inappropriate sites. Children's safety is given high priority. All areas of the childminder's home are safe and children know to hold the childminder's hand when they walking to school. Overall, children are safe and secure in the childminder's care.

What does the setting need to do to improve?

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

- tighten systems for observing and tracking children's progress so they give a more accurate overview of what they know and can do
- provide more opportunities for children to learn new words to further extend their vocabulary.

Setting details

Unique reference number	EY421989
Local authority	Rochdale
Inspection number	10071154
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children	1 to 10
Total number of places	6
Number of children on roll	16
Date of previous inspection	1 April 2015

Information about this early years setting

The childminder registered in 2011 and lives in Milnrow, Rochdale. She operates all year round from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with two assistants. She receives early education funding for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- The inspector observed the childminder's interaction with the children throughout the inspection.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to the childminder and children throughout the inspection.
- The inspector considered parents' testimonials provided by the childminder.
- The inspector viewed a sample of documentation, including training records and the childminder's first-aid certificate.

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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