

Childminder report

Inspection date: 11 August 2021

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

What is it like to attend this early years setting?

The provision is good

Children are happy and safe in the home-from-home environment that the childminder provides. They are confident and relaxed and thoroughly enjoy each other's company as they play cooperatively. Children develop their own ideas and choose ways to do things. For example, they make up games and play imaginatively, which helps to develop their creativity.

Children know and understand the importance of following the house rules. For example, they confidently discuss that they must use 'a quiet voice' and say, please and thank you. Children follow these rules without any prompting from the childminder. They are well behaved and use impeccable manners.

The childminder wants to give children a head start, so they are ready for school. She offers an abundance of exciting opportunities that ignite children's interests and keep them motivated in their learning. For example, during the COVID-19 (coronavirus) pandemic, children could not go on educational visits, such as trips to the library, so the childminder adapted the curriculum. Children now act out their favourite stories during outings. They pretend to go on a bear hunt as they squelch through the mud on the fields. Children have also nurtured caterpillars to butterflies by feeding them oranges, which they link to the story of 'The Very Hungry Caterpillar'.

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

- The childminder's assessments of what children know and can do are accurate. She knows the children well and focuses on the areas of greatest need. For example, children who were a little shy when they started with the childminder were given time to settle. The childminder offered lots of reassurance and gently introduced activities to build their self-confidence. This approach also helped children to develop confidence in their abilities. They are making good progress in all areas of their learning and development.
- Children have positive attitudes to learning. They are eager to have a go and rise to the challenge. For example, children attempt to count dots on the pretend fish and match these to the correct numerals. They show high levels of determination as they keep trying and with support from the childminder, who models how to count slowly, they finally succeed.
- The childminder understands the importance of giving children time to practise techniques and skills, to help build their learning over time. The curriculum for early mathematics is particularly strong, which supports children's early mathematical skills. Children count during everyday routines, they use mathematical language, such as big and tiny, and they create patterns using coloured counters.

- The childminder is skilled at using incidental learning opportunities, to help children to develop their knowledge. For example, when children found feathers on a nature walk, the childminder seized this opportunity to enrich their learning. She encouraged the children to drop the feathers into the stream, to help them learn about objects that float. Children truly benefit from the childminder's knowledge and expertise.
- Children are confident communicators. They construct sentences and speak with such expression that captivates their audience. During the inspection, a child expressed her dissatisfaction that the farmer 'sprays cow poo on the field and it stinks!'. Although children are confident talkers, they have limited opportunities to learn big words to help widen their vocabulary even further. The childminder and older children also use words, such as 'nanna' instead of banana. This does not help children to learn correct pronunciation.
- Parents value the childminder and the support she gives to their children. One parent commented, 'my child has met all expected milestones'. The childminder also values parents and recognises the benefits of this partnership working. For example, to reinforce children's learning about nature and how to care for living things, they planted sunflowers. The children took the sunflowers home to nurture them with the help of their parents and siblings. Parents share photographs of the sunflowers and children are eager to tell the childminder how tall they have grown. This partnership working is having a positive impact on children's learning and progress.
- Children are extremely contented and they have secure attachments with the childminder, who is nurturing in her approach. Children enjoy talking about themselves and their family members, which gives them a strong sense of identity. However, children have limited opportunities to learn about differences within their wider community. As a result, they are unable to develop a full appreciation of differences between people.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has attended child protection training and she keeps her knowledge up to date. She has recently gained greater awareness of safeguarding issues in the local area. This training has made her more alert to the risks that children and families may encounter. The childminder is fully aware of the procedures to follow if she has any concerns about a child's well-being. She also works in partnership with parents to ensure children's safety. For example, parents provide healthy packed lunches and snacks. The childminder gently reminds them to cut the grapes into small pieces, to prevent their children choking. Children's safety is further assured because all areas of the childminder's home are safe.

What does the setting need to do to improve?

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

- pronounce words correctly and introduce new vocabulary to help children further develop their communication and language skills
- help children to gain a greater awareness of similarities and differences between themselves and others within their diverse community.

Setting details

Unique reference number	EY389447
Local authority	Rochdale
Inspection number	10108198
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	3 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	10 May 2019

Information about this early years setting

The childminder registered in 2009 and lives in Wardle, Rochdale. She operates all year round, from 7am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder provides funded early education for three-year-old children.

Information about this inspection

Inspector

Tricia Graham

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in her evaluation of the setting.
- Discussions were held with the childminder and children throughout the inspection.
- The inspector talked to the childminder about the curriculum.
- The childminder and inspector evaluated an activity.
- The inspector reviewed some documents, including the childminder's first-aid certificate.
- The inspector took account of one letter completed by a parent.

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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