

Childminder report

Inspection date:

6 September 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

Outstanding

What is it like to attend this early years setting?

The provision is good

Children collapse in fits of giggles as they play peekaboo games with the childminder and her assistant. They beam with delight and get excited to listen to familiar stories, bouncing their teddies around in response to characters in the tales. Babies point to props that represent their favourite songs and gaze intently while the childminder performs them. Children's clear happiness shows how safe, secure and settled they feel at this setting.

The childminder has adapted some aspects of her curriculum in response to the COVID-19 (coronavirus) pandemic. She now focuses more on outdoor play and trips out into the local community. She replaces trips to soft-play centres with outings to the woods, where children paint with sticks and explore nature. Children have expressed that they really enjoy these trips and do not feel like they have 'missed out' during periods of national lockdown.

Children are well cared for. The childminder is mindful of each child's individual needs and takes great pride in meeting them all. She passionately strives to provide a safe, interesting and captivating environment for all, and succeeds. The childminder respectfully takes care of children's personal care needs. She uses these occasions to build on her already strong bonds with children. Children delight as she plays silly games and recites rhymes while changing their nappies or washing children's hands before eating.

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

- The childminder keenly reflects on her own and her assistant's practice. She recognises the importance and value of regularly evaluating strengths and weaknesses. She sees this as an opportunity to constantly improve and evolve. The childminder is ambitious, passionate and self-aware. She proactively takes steps to improve her provision, for instance by researching new approaches, techniques and activities and incorporating them into her curriculum. This helps to ensure that children have a rich and stimulating experience at this setting.
- Children behave very well. They pay close attention to the childminder and her assistant. They giggle and show their joy as they watch the childminder animatedly tell stories and sing songs. Young toddlers begin to learn about the concept of taking turns. They experiment with this concept as they roll balls back and forth with the childminder. They wait patiently and are rewarded with praise. Babies are in absolute awe as they stare at water being dropped from a height. They show an emerging love for learning and exploring.
- The childminder considers children's individual development when designing her curriculum. She considers how best to support children in reaching their learning goals. The childminder skilfully introduces mathematical language and repeats

single words when playing with children. Children react by gazing intently and attempting to say words for the first time. However, at times, the childminder uses incorrect terminology when talking with children. This is confusing for children, especially when they are rapidly learning new vocabulary.

- When planning activities, the childminder cleverly concentrates on children's individual interests. For example, she provides water and bubbles for young toddlers to pour in and out of jugs. Children stand at the activity and show impressive engagement and focus. They remain playing for highly extensive periods of time. All the while, children are strengthening their standing ability, which is an important skill for learning to walk.
- Parents value and appreciate the childminder. They are full of positive praise for the care and education she provides. They particularly commend her 'above and beyond' attitude. Parents feel that their children have new and exciting experiences during their time with the childminder. They recognise the progress their children make in their development and credit this to the childminder.
- The childminder and her assistant build warm and genuine bonds with children. Babies cuddle close when they begin to feel tired, and are content and relaxed in the assistant's arms. Children feel confident to communicate their needs with the childminder. They securely understand that these needs will be met. This helps children to feel self-assured, which they demonstrate by excitedly independently exploring the environment.

Safeguarding

The arrangements for safeguarding are effective.

The childminder creates a culture of safety and awareness within her setting. She completes regular training to help ensure that her own knowledge is up to date and cascades this to her assistant. This means that both the childminder and her assistant are alert to the signs and symptoms which may indicate a child is being abused. They are also aware of the correct procedures to follow should a child make a disclosure or if an allegation is made against a member of the household. The childminder ensures that all people living or working in her home are suitable to be around children. She risk assesses the environment regularly to help highlight any possible risks to children's safety.

What does the setting need to do to improve?

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

- use correct terminology when speaking to children to help build on their vocabulary and strengthen their emerging communication and language skills.

Setting details

Unique reference number	EY101683
Local authority	Rochdale
Inspection number	10203894
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	1 to 3
Total number of places	12
Number of children on roll	6
Date of previous inspection	9 May 2017

Information about this early years setting

The childminder registered in 2002 and lives in the Middleton area of Rochdale, Greater Manchester. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for family holidays and bank holidays. The childminder works with an assistant. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

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 their evaluation of the setting.
- The inspector and the childminder discussed the curriculum provided and the impact this has on children's learning and development during a learning walk.
- A joint observation and evaluation of practice was completed by the childminder and the inspector.
- Leadership and management discussions were held between the childminder and the inspector. Relevant documentation was also scrutinised, including documents pertaining to the suitability of those living and working on the premises.
- Parents shared their experiences and opinions with the inspector through written feedback.

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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