

Childminder report

Inspection date: 28 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Children enjoy spending lots of time outdoors in the fresh air at local parks and getting muddy. They talk about how they enjoy exploring the 'secret ways' of hidden paths in the park and how they love playing with the childminder 'the best'. Children are confident and able to demonstrate their independence. For example, they tell the childminder if they are hungry and choose the books they would like her to read. Children are kind and considerate towards each other. For example, toddlers wait their turn for their story selection to be read to them by the childminder. Children also play with dolls in a caring and considerate manner, treating them as they would a real baby. Very young children show their imagination in their role play, pretending to wash plates and pouring an imaginary drink in the play kitchen. Children have a good awareness of personal hygiene as the childminder helps them learn to wash and dry hands appropriately before eating. Children feel safe and secure in the care of the childminder. They approach the childminder freely during their play to give her a hug and say, 'I love you'. Babies have lots of space to crawl and to pull up to a standing position. They skilfully stack blocks into small towers, demolish them gleefully, and begin again.

Due to COVID-19 (coronavirus), the childminder has identified gaps in children's experiences. As a result, she is providing children with even greater support in their physical development and knowledge of the world around them.

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

- The childminder has made significant improvements in her practice since the previous inspection. All previous areas of weakness have been fully resolved. As a result, the individual needs of children are met. Learning for children is well planned, purposeful, and challenging. All children are progressing well.
- The childminder provides children with a range of experiences to learn about their diverse local community. For example, she takes them into local shops and the post office, where the children learn to identify items they need to buy and interact with shop staff when they pay for the shopping. The childminder also takes children to the library in the local village where they can select from an even wider range of books for the childminder to read to them.
- The childminder knows what children's next steps are and skilfully promotes these in the activities she provides. For example, after reading Goldilocks and the Three Bears, the childminder promotes mathematical concepts of size. She uses dry porridge oats with different-sized saucepans to help children to experience, big, medium and small. Children are also encouraged to count physical items up to the value of 10 to help embed their early understanding of number. Babies have opportunities to explore taste and texture, are developing the skills to fill and empty containers, and confidently make large marks in the

porridge oats. Additionally, independence remains a focus with children willingly helping to sweep up after such a fun and messy activity.

- The support the childminder gives to children in developing their communication and language is a strength. The childminder reads and sings with children on a daily basis. She consistently models speech well and uses a broad range of vocabulary with the children. The impact of this can be heard when young children use specific vocabulary, such as 'slice' when attempting to cut a sandwich in half. They also communicate well, for example, telling a friend to 'mind your head' as they play. Babies babble with meaning and are beginning to use single words in context.
- Children are, in the main, motivated learners. They focus during activities for extended periods of time and demonstrate what they know and can do with pride. The childminder gives praise and encouragement to the children in her care. However, there are some occasions where children display a reluctance to try, despite the childminder's attempts. At these limited times, the childminder is unsure on how to spur children on to have a go, when her usual strategies have been unsuccessful.
- Children's health and physical development are well supported. Children develop their balance and coordination when playing on the wheeled toys, when dancing to music at the childminder's home, and when using the play equipment in local parks. The childminder provides children with meals that are healthy. She introduces different vegetables in their diet and children enjoy every piece of fruit on offer.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a sound knowledge and understanding of safeguarding. She can identify signs and indicators of potential abuse and knows which agencies to contact to report any concerns. Her safeguarding policy is accurate and provides her with the contact information she needs to make any referrals. The childminder understands the procedures to follow should an allegation be made against her or a household member. As part of her heightened focus on professional development, the childminder has completed a range of training and development in relation to safeguarding. This has contributed to her sound knowledge and understanding in this area. The childminder is alert to potential risks to children. As part of her daily routine, she ensures that the home environment where childcare takes place poses no undue risk to children.

What does the setting need to do to improve?

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

- enhance understanding of further ways to help children to become more resilient

when experiencing difficulties, have increased confidence in their own abilities and enjoy challenges.

Setting details

Unique reference number	EY546247
Local authority	Rochdale
Inspection number	10128316
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 9
Total number of places	6
Number of children on roll	6
Date of previous inspection	2 October 2019

Information about this early years setting

The childminder registered in 2017 and lives in Rochdale. She occasionally works with an assistant. The childminder operates all year round, from 7am to 6pm on Monday to Thursday and from 7am to 5.30pm on Friday, except for bank holidays and family holidays.

Information about this inspection

Inspector

Richard Sutcliffe

Inspection activities

- This was the first routine inspection the setting 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 views of parents were gathered through written feedback obtained by the childminder.
- The childminder completed, and discussed, a joint observation with the inspector.
- The inspector spoke to the childminder and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities indoors and assessed the impact this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021