

Childminder report

Inspection date: 7 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The childminder provides a homely, welcoming and fun atmosphere. Even very new children are happy, settled and show that they feel safe. The childminder is kind, caring and children enjoy her warm interactions. Younger children chuckle with delight, as the childminder softly tickles their toes. Older children burst into fits of laughter, as the childminder uses puppets to sing songs that they thoroughly enjoy. Children's behaviour is good. The childminder provides gentle reminders of the rules and boundaries. For example, she explains to children the reasons why they should walk indoors. Older children help younger children with tasks. For instance, they help them to find their shoes and offer help when they wash their hands. Children are beginning to learn how to keep themselves safe. They remind each other to 'be careful, it's spiky' as they take conkers from their shells.

During the COVID-19 (coronavirus) pandemic, the childminder has continued to care for children. She recognises the impact the pandemic has had on some children's social development. The childminder provides all children with more opportunities to socialise in new situations. Children show that they have already made good progress in this area. They are confident and welcoming towards new people. They talk to them about the things that they enjoy, such as trips to the park with the childminder.

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

- The quality of education is good, overall. The childminder has a clear understanding of what children need to learn next. She plans a range of opportunities that link to these intentions. For example, the childminder provides older children with a range of items, such as conkers and pine cones, to help them to learn about numbers and quantity. Children are eager to count the conkers as they make a 'conker pie'. They use the well-planned environment to point to numerals displayed on the wall that match their quantities. However, the childminder does not consistently plan adult-led activities as well as possible. She does not fully consider how younger children, who show an interest in joining in, can become more involved.
- Children are confident in their abilities and display good levels of independence. Younger children clap when they manage to place a ball into a hole. Two-year-old children persevere when putting on their shoes. They beam with pride and say, 'I did it' when they succeed.
- The childminder supports children's communication and language skills well. She engages children in discussions and asks questions to check their understanding. Children describe what happened during the life cycle of a frog and a butterfly. The childminder supports younger children to learn new words, such as animal names. She models language clearly and children make good attempts to copy.

- The childminder reads enthusiastically to children. Children become immersed in the story about a 'Super Worm'. Their eyes widen with anticipation and they join in with familiar parts of the story. This helps children to develop a love of books from an early age and supports their literacy skills well.
- Parents speak highly of the childminder. They comment that she is flexible and is 'always there for support'. The childminder ensures that parents know what children are learning and she provides ideas to extend learning at home. Children take activities home to complete. For example, they collect items that start with the letter sound that they are learning.
- The childminder provides children with opportunities to learn about different cultures and religions. For instance, children visited a mosque as part of their learning about the Eid celebrations. This helps to prepare children for life in modern Britain.
- Children's healthy lifestyles are well supported. They have opportunities to play in the fresh air and eat a healthy and balanced diet. The childminder shares information with parents about the importance of good oral health. She shares stories with children and talks positively about her own experiences. This helps children that are anxious about visiting the dentist.
- The childminder evaluates her setting and makes ongoing changes. For instance, she has recently developed a new playroom. This provides children with more room to explore and play. The childminder attends mandatory training. However, she does not have a highly focused programme for professional development, to help her to raise the quality of her teaching even further.

Safeguarding

The arrangements for safeguarding are effective.

The childminder recognises the potential signs and symptoms of abuse and neglect. She knows the procedures to follow if she has concerns about children's safety or welfare. The childminder ensures that her paediatric first-aid qualification is up to date. She provides constant supervision for children as they play and when they eat. The childminder considers the risks posed to children on outings. She ensures that new places are suitable for the children in her care. The childminder keeps all necessary records. These include any accidents and injuries that happen in her care.

What does the setting need to do to improve?

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

- review the planning of adult-led activities and enable younger children to become more involved and extend their learning further
- focus a targeted plan for professional development that helps to extend knowledge and to raise the quality of teaching even further.

Setting details

Unique reference number	EY554178
Local authority	Rochdale
Inspection number	10174453
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	0 to 3
Total number of places	6
Number of children on roll	5
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2017. She operates from 7.30am to 5.30pm Monday to Thursday all year round, except for bank holidays and family holidays.

Information about this inspection

Inspector
Savine Holgate

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the childminder had a learning walk together. They held discussions about the care the childminder provides and how she supports children's learning.
- The inspector observed interactions between the childminder and children, indoors and outdoors, and spoke with the childminder about the impact on children's learning.
- The inspector spoke to children throughout the inspection. Children enjoyed sharing their past experiences with the inspector.
- The inspector looked at parental questionnaires and spoke to one parent in person. She took account of their views.
- The inspector held a number of discussions with the childminder. She looked at relevant documentation and reviewed evidence of the suitability of all persons living on the premises.

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