

Childminder report

Inspection date: 14 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

Children arrive eager to start their day with the childminder. They show excitement to be there and immediately begin to play. The childminder is very attentive to children. They are happy and content as the childminder responds to children's changing needs. Children can freely access resources they show an interest in and take part in engaging activities. The childminder uses children's interests to plan learning. This helps children to build on what they already know and can do. The childminder places strong focus on developing children's communication and language skills. Children recount favourite stories and rhymes throughout the session. They enjoy each other's company and learn from one another. For example, children work together and use rice and cereals to create a stable for their animals.

Children remember experiences they have had before. For example, they went to the park and a bird landed on a child's arm. This sparked a conversation about different animals and what noises they make. This helps children to build on their experiences and to learn more about the world around them. They learn new vocabulary and ideas.

During the COVID-19 pandemic, the childminder kept contact with families to help parents to continue their child's learning at home.

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

- The childminder is highly skilled at helping children to progress and to learn more. She helps children to relate what they already know to new activities and experiences. Through the use of songs and rhymes, children develop their language and understanding. The childminder speaks clearly to children and encourages listening skills. She gives children time to process and respond to what is being said. This helps children to develop their understanding. Children show high levels of motivation and eagerness to learn.
- Children show good progress in all areas of learning. The childminder makes accurate assessments of development and uses these to plan meaningful learning for individual children. This helps children to flourish and be confident in their abilities.
- The childminder has high expectations for children's behaviour. She encourages the use of good manners, turn taking and sharing. Children show a mutual respect for each other. Older children understand that younger children may need some help. Children manage their emotions very well because the childminder helps them to understand their feelings. For example, they talk about feelings as the childminder expresses different emotions of characters when reading stories.

- Children use the bathroom independently and wash their hands before eating. Older children can put on their own coats and boots when they go outside. The childminder supports younger children to do this and helps them to learn about their own abilities. The childminder encourages independence and enables children to do things for themselves. For example, they chop fruit at snack time confidently and choose what they want to eat.
- The childminder aims for all children to be happy, confident and comfortable with their own abilities. She works hard to ensure they are ready for the next stage in their learning, including starting school. Children show empathy as they understand how others may feel when they are sad or happy. They are becoming confident in their communication skills as they ask questions about stories they are reading.
- The childminder uses her knowledge of child development to ensure children progress in all areas of learning and development. She has taken steps to build on her professional knowledge to enhance her teaching. Further training will enable the childminder to provide even more specific support to children.
- Parents are extremely happy with the care and education the childminder provides. They especially comment on the outings into the community where their child can socialise with other children. Parents report they are fully informed of their child's progress. They are very happy with the communication they receive.

Safeguarding

The arrangements for safeguarding are effective.

The childminder is confident in what signs might make her concerned about a child's well-being. She has recently completed up-to-date safeguarding training to refresh her knowledge. This includes wider safeguarding issues such as radicalisation and domestic abuse. She knows where to find further information and contacts within the local authority. The setting is safe and secure, and children are supervised extremely well.

What does the setting need to do to improve?

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

- access opportunities to enhance professional development to extend knowledge and further support children's individual needs.

Setting details

Unique reference number	EY561424
Local authority	Rochdale
Inspection number	10191047
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	2 to 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2018 and lives in Littleborough, Rochdale. She operates term time from 7.30am to 6pm, Monday to Friday, except bank holidays and family holidays. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Jasmin Sanders

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken this into account in her evaluation of the setting.
- The childminder and the inspector undertook a learning walk and discussed the implementation of the curriculum.
- The childminder and the inspector evaluated practice to assess the quality of teaching through a joint observation.
- Discussions were held with the childminder by the inspector to assess the effectiveness of safeguarding processes, self-evaluation and training.
- Children's progress and assessments from their starting points were discussed with the childminder to evaluate the impact of the curriculum on outcomes for children.
- The inspector scrutinised relevant documentation, including qualifications, registers, and policies and procedures.
- The inspector gained parents' views about their experiences of care and education with the childminder.

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