

Childminder report

Inspection date: 8 October 2021

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| 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 are happy and settled in this childminder's warm and caring environment. They are familiar with the routine at the childminder's home. They come in confidently and hang their coats up on child-height hooks. Children explore the environment and choose where they wish to play. They show they are content and demonstrate a sense of belonging. The childminder plans activities to support children's understanding of numbers and counting. They count aloud, pointing to objects. Children recognise and name different colours as they play. Children enjoy mark making with chalks and coloured pencils. They talk to the childminder about their pictures. This encourages children to think and develop their imagination. Children enjoy singing popular nursery rhymes and copy the actions. The childminder provides a variety of age-appropriate books. This supports language development.

Children behave well. They listen to the childminder and follow simple instructions. The childminder helps children to understand sharing and taking turns. Children are confident learners who are willing to have a go and try things out for themselves. Children learn to put their coats and shoes on and feed themselves independently. The childminder gives them time to practise what they know and can do. She provides support when appropriate. This helps children to learn new skills. Children receive lots of praise and encouragement, which promotes their confidence and self-esteem.

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

- The childminder knows children well. She observes as they play and completes the two-year-check to identify gaps in children's learning. She shares regular updates with parents on their children's progress. However, she does not explore a wide range of methods to support parents in helping children enhance their early communication skills even more.
- Children's health and hygiene take high priority, especially in light of the COVID-19 pandemic. The childminder ensures that the environment is clean and safe for the children. Children have individual bedding. The surfaces, such as changing mats, are cleaned after every use. She provides hand sanitiser and reminds children to use tissues to prevent cross-infection. Children understand and talk about having clean hands to stay safe. They confidently dry their hands and discard the paper towel in the bin.
- The childminder provides activities and resources based on children's interests and needs. She interacts well with the children, follows their interests and extends their ideas during activities. For example, children examine the childminder's footprints in the garden and make footprints of their own. Children show excitement and satisfaction in their own accomplishment as they work out

how to make the perfect footprint. However, the childminder does not always identify precise next steps for children and how to best support them to maximise their progress.

- The childminder is aware of children's heritage and teaches them to value and respect others. Children learn about different lifestyles and cultures through appropriate activities. For example, children celebrate Black History Month and read books that showcase different heritages. This promotes children's acceptance of diversity and encourages inclusion.
- The childminder completes regular online training to improve her practice and stay up to date with changes in legislation. She implements what she has learned in the setting. For instance, following recent training about dental health, the childminder supports children's oral health.
- Children enjoy regular story time with the childminder. They participate and look closely at the pictures and talk about what they see in the book. They learn new words, such as 'wrapper', and select props to act out part of the story. Children show good listening and attention skills. This supports their confidence and self-esteem.
- Parents' feedback is positive. Parents talk about how well their children have settled. They commend the childminder on how she supports children's independence and recommend her to other parents. The childminder informs parents about their children's daily experience. This helps to provide continuity of care for children.

Safeguarding

The arrangements for safeguarding are effective.

The childminder ensures her knowledge of child protection is up to date. She understands how to identify the signs that a child's welfare may be at risk. She knows what action to take should she be concerned about a child. She understands the procedure to follow if there is an allegation made against her or a member of her household. She regularly updates her knowledge of safeguarding matters. She ensures the environment is safe and always supervises the children. The childminder has an up-to-date first-aid qualification. This means she can act swiftly in an emergency.

What does the setting need to do to improve?

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

- explore ways to work with parents to ensure learning is fully promoted at home, paying particular attention to children's early communication skills
- focus more sharply on what children need to learn next and use this to plan activities to maximise opportunities for learning.

Setting details

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| Unique reference number | EY561472 |
| Local authority | Rochdale |
| Inspection number | 10191237 |
| 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 11 |
| Total number of places | 3 |
| Number of children on roll | 6 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The childminder registered in 2018 and lives in Heywood, Rochdale. She operates all year round from 7am 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

Folake Omole

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in the evaluation of the provider.
- The inspector completed a tour of the childminder's home. The intended learning opportunities available for children were also discussed.
- The inspector spoke to the childminder and children throughout the inspection.
- Parents' written statements were taken into consideration by the inspector.
- The inspector observed an activity and evaluated the impact 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.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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