

Childminder report

Inspection date: 12 April 2022

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 at the childminder's home with a sense of joy and demonstrate that they feel safe and secure. They are excited to explore the carefully prepared environment. Children are curious and choose items that meet their individual interests. They are learning some good behaviours, such as how to take turns. In the main, children are happy in their play and can engage in activities with a positive attitude.

Children particularly love to sing. They independently ask the interactive speaker to play songs of their choice which link to what they are playing with. For example, they hear rainfall on the playroom roof and request songs about rain. Additionally, children listen to and identify a range of sounds played to them. This helps them to develop good listening and speaking skills, which is particularly helpful for those children who speak English as an additional language.

Some children's social development has been impacted due to the COVID-19 pandemic. The childminder has recognised this and is helping children to build on their ability to play with others. Children go on outings with the childminder where they discover new people to talk to. Children learn about other people within their community and other families. All children role play caring for their dolls and taking on roles within a household. This helps to remove gender stereotyping. Parents comment on how their children's interactions and confidence with new people have improved.

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

- The childminder is passionate about the opportunities she provides for children. She plans activities and opportunities which are based on children's interests and the next steps in their development. For example, children investigate materials as they compare fluffy and wooden caterpillar toys. They describe the properties of wood, plastic and metal and work out what their toy caterpillar is made of. This helps to extend children's thinking skills and develop their scientific knowledge.
- Although the childminder builds on children's social skills by encouraging them to play together, she does not consistently recognise how to address some challenging behaviour that is displayed. Children are not always guided to manage their feelings and understand how their actions may impact others. As a result, children sometimes become distressed, which interrupts others' learning.
- Communication and language skills are extremely well supported. The childminder uses clear English vocabulary for children to hear and repeat. Children who speak English as an additional language confidently use long sentences and ask questions to gain new knowledge. The childminder swiftly

recognises any gaps in children's speech and language development. She attends support groups, led by speech and language professionals, to gain new techniques and tips to help close these gaps in development. Families are invited to join to help keep the progress consistent.

- The childminder has effective evaluation processes in place to help her to identify areas of her practice to enhance further. For example, she has identified further training that will help her to support children who speak English as an additional language. The childminder successfully works with other professionals and settings, when necessary, to help to ensure consistency in children's learning and development.
- Parents develop good relationships with the childminder. She consistently shares information about their children's progress and suggests tips for them to try at home to help continue learning. For example, the childminder suggests places parents could visit to extend their children's interests. Additionally, she encourages children to take books home. This helps parents to support their children's speaking and reading skills at home.
- Children are independent, happy and healthy. They access the indoor and outdoor environment with ease and regularly visit the park, where they can use large equipment to further increase their strength and balance. Children wash their hands regularly and are taught effective hygiene practices to help prevent the spread of germs. For example, children sneeze into their arm rather than their hands. They call this the 'elephant sneeze'. Children confidently explain that this is what they look like when they perform the action.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure knowledge of types of risks children may be exposed to and how to identify them. She is aware of her responsibility to report and record any concerns in line with her local safeguarding partnership policies and procedures. The childminder knows how to minimise possible risks to children's safety. Furthermore, she holds a current paediatric first-aid qualification. This means that she knows how to respond in the event of an accident. The childminder helps children to become aware of their own safety. For example, children know that they need to shout 'fire' and how to telephone the emergency services if there is a fire in the home.

What does the setting need to do to improve?

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

- develop further behavioural support techniques that help give children the ability to manage their emotions and play with others more successfully.

Setting details

Unique reference number	2526533
Local authority	Rochdale
Inspection number	10208311
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
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 2019 and lives in Rochdale. She operates all year round from 7.30am to 3.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachel Waterhouse

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 her evaluation of the setting.
- The childminder led the inspector on a learning walk to show how she organises the areas used by the children and to discuss her aims for the early years curriculum.
- The inspector observed the interactions between the childminder and children and assessed the impact on children's care, learning and development.
- Parents' views were taken account of by the inspector both verbally and through written statements.
- The inspector sampled documentation, including evidence of suitability and children's records.

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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