

Childminder report

Inspection date: 12 August 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish from an ambitious curriculum that is supported by an extensive range of fun-filled activities. The childminder and assistants know the children exceptionally well and have an in-depth knowledge of what the children are interested in and what they need to achieve next. They seamlessly weave this into everything that children do. Children are thriving in a language-rich environment. Communication and the acquisition of language is key to children's learning. The childminder and assistants carefully craft questions to extend children's learning and model the correct use of speech. Children with special educational needs and/or disabilities (SEND) are exceptionally well supported and are making rapid progress. The childminder and assistants are skilled at using songs and rhymes to increase children's concentration and to enhance their love of reading. Children enthusiastically join in at story and song times, eagerly requesting their favourite songs.

Children's behaviour is exceptional. Children are kind to one another, use impeccable manners and patiently take turns during activities. They enjoy very positive relationships with the childminder and assistants. They have strong emotional attachments and feel safe in their care. Parents comment that their children talk animatedly about their day and genuinely miss their friends when they are not attending. Children enjoy a wealth of trips that have significantly improved their confidence and self-esteem, which had faltered during the COVID-19 pandemic. Children learn to keep themselves safe as they use public transport and develop life skills as they help to purchase their tickets. Children are resilient. They persevere with challenging tasks and show determination when putting on painting aprons or when serving themselves at mealtimes.

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

- The childminder has a clear vision for the service and is continually looking at new ways to improve. She actively supports the assistant's professional development, which ensures that the children receive a consistently high quality of education.
- The quality of teaching is impressive. The childminder and assistants have created a curriculum that reflects the uniqueness of each child and celebrates their individuality. They are skilled communicators who seamlessly introduce new ideas and vocabulary. High-quality interactions enable children to build on their communication and language skills. This is vital for their future learning.
- Children are inquisitive and relish the opportunities to try new things. They are enthralled by the Egyptian sand tray, and eagerly look for buried artefacts and examine them closely with magnifying glasses. The childminder and assistants skilfully bring the world around the children to life with visits to places of

interest. They celebrate a range of festivals and the wealth of resources that are available. Children develop new skills, such as using chopsticks, and these are now part of the cutlery offered to children.

- The childminder and assistants support children's emotional health and well-being extremely well. They understand the impact of the COVID-19 pandemic on individual children, particularly the lack of social interactions and opportunities to talk to people. The introduction of a 'worry box' and 'friendship chair' has enabled children to talk more freely about their feelings and emotions.
- Parents are highly complimentary about the support their children receive, including the support during the pandemic. The childminder shared activities with them and kept in regular contact. This ensured that the momentum in children's learning was not lost, and had a positive impact on children's smooth transition as they returned to her setting. Consequently, children show high levels of emotional resilience.
- Parents express that the childminder and assistants are 'instrumental in preparing their child for school,' and that their children are 'confident, self-assured and love mixing with other children and have made lots of friends.' Children are keen to talk about what they have learnt, such as explaining the life cycle of a caterpillar or sharing their yoga poses.
- Children are fiercely independent. The childminder and assistants have given them the tools to be resilient and to persevere at tasks. Older children support and encourage younger children to succeed, demonstrating how to stir pasta and mayonnaise to make their pasta salad, for example
- Children confidently see to their own needs, such as toileting. Children eagerly tell the inspector that they sing the handwashing song twice when washing their hands, as this ensures that 'all the germs have gone'.
- Children receiving funded early education and those with SEND are effectively supported to meet their full potential. The childminder and assistants are innately aware of their needs and ensure that children achieve the best possible outcomes. This is evident in the rapid progression for children's speech and language skills. Consequently, children are starting school with the skills that they need to succeed.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is paramount. The childminder and assistants clearly describe their roles and the action that they need to take to ensure the safety and well-being of the children. They have an excellent awareness of the signs that may suggest a child is suffering from harm. The childminder and assistants are trained in paediatric first aid and routinely keep their training up to date. The childminder implements effective risk management to ensure any hazards to children are identified and removed to guarantee children's safety. All adults working with children have undergone secure recruitment processes and are suitably vetted.

Setting details

Unique reference number	316141
Local authority	Rochdale
Inspection number	10128987
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 8
Total number of places	15
Number of children on roll	25
Date of previous inspection	5 January 2016

Information about this early years setting

The childminder registered in 1994 and lives in Middleton. She operates all year round, from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. She provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3, and the two assistants hold a qualification at level 3.

Information about this inspection

Inspector
Chris Scully

Inspection activities

- This was the first routine inspection for the childminder since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder, and this was considered in the evaluation of the setting.
- A joint observation was carried out with the childminder.
- The inspector spoke with the childminder, assistants, children and parents throughout the inspection.
- The inspector looked at a selection of the childminder's documents. This includes safeguarding records and training 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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