

Childminder report

Inspection date:

6 September 2022

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children smile and confidently welcome visitors into this homely setting. They happily explore the thoughtfully prepared environment and resources, carefully selecting items to play with. For example, children work to lift the lids off empty food containers in the home area, they sniff the container and describe what they smell, 'chocolate ..curry.., fairy cakes.' They pass the containers to each other, demonstrating their turn-taking skills. Children are developing good behaviour, lovely social skills, and an awareness of each other's wishes and feelings. The childminder knows children well and provides resources which are stimulating and interesting. Young children enjoy pushing the shopping trolley, they are developing spatial awareness as they learn to manoeuvre the trolley around obstacles. Expectations for learning are high and children make good progress.

As younger children become tired, they go over to the childminder with open arms where they are swept up for a cuddle and rest their head on the childminder's shoulder. Children feel happy, safe, and secure. Healthy eating is well promoted, and children eagerly tuck into fruit and vegetables. They have grown tomatoes at the setting and older children cut these up, carefully counting the segments, so everyone has one. They are learning about numbers in readiness for school.

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

- The childminder uses knowledge from research and training to support children. For example, she shares knowledge about screen time and safer internet use with parents, this helps to keep children safe when using technology.
- The childminder knows children well and carefully selects equipment to match their interests and needs. Recently, herbs and scissors have been added to the outdoor kitchen so children can cut, touch and smell herbs. Children are eager to engage and motivated to learn. Children make progress; they are developing their sensory experiences and fine motor skills.
- Independence and personal development are well supported. Children independently wash their hands, pulling out a step so they can reach the taps, and pushing it away after use. They are learning to take care of their own needs.
- The childminder interacts well with the children, sitting at their level and modelling play. Sometimes she does not respond to children's single words or offer new descriptive words to children. This means that children do not consistently learn new descriptive words to extend their vocabulary.
- Children are well supported to persevere, and problem solve. For example, children try to fit large objects into a small box. With support and encouragement from the knowledgeable childminder, they work out that they need to change the shape of the object so it will fit in. These skills of

experimentation and problem-solving help children as they progress to school.

- Generally, children behave well. They listen and respond to requests and are aware of boundaries. Young children are encouraged to share and take turns by the sensitive childminder who consistently models good behaviour. Children are developing friendships and are learning social skills.
- The childminder is enthusiastic and engages children well in story sessions, encouraging them to turn the page and make observations. She integrates counting and letter recognition into stories and helps the children recall a previous activity. However, on occasion, the childminder does not give children time to think and respond to the questions she asks. On these occasions, children do not develop their language and communication skills.
- Partnership with parents and other professionals are good. Parents are kept up to date on their child's progress. Any areas of concern are discussed, and a plan is put in place for support. This consistency helps children make good progress. Parents comment positively on the progress their children make. Transitions to school are smooth, as the childminder works with schools to share children's experiences, current learning, and next steps.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a robust understanding of her role and responsibilities for safeguarding children. She knows how to identify and respond to any concerns that a child may be at risk of harm. The childminder ensures that she updates her training in first aid and safeguarding so that her knowledge is current. The childminder teaches children how to keep themselves safe. For example, children know to tidy away their toys after use, so they do not trip over them. The childminder considers risks in her home environment and during outings.

What does the setting need to do to improve?

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

- consider ways to introduce new words and descriptive language to support children's growing vocabulary
- allow children time to speak and time to answer questions, to further develop their language and communication skills.

Setting details

Unique reference number	EY243944
Local authority	Rochdale
Inspection number	10129023
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 3
Total number of places	6
Number of children on roll	3
Date of previous inspection	13 January 2016

Information about this early years setting

The childminder was registered in 2002 and lives in the Norden area of Rochdale. She operates all year round from 7.30am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder provides funded early education for two-, three- and four-year-old children. The childminder holds an appropriate qualification at level 3.

Information about this inspection

Inspector

Lynn Richards

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 their evaluation of the setting.
- The childminder and the inspector had a learning walk together to discuss the childminder's intentions for children's learning.
- The childminder provided the inspector with a range of documentation, on request, including training certificates and Paediatric-first aid.
- The inspector spoke to children and read feedback from parents at appropriate times during the inspection.
- The inspector observed the quality of education being offered and assessed the impact it was having 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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