

# Childminder report

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Inspection date:

22 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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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

Good

## What is it like to attend this early years setting?

### The provision is good

Children are well settled in the childminder's care, and they have developed secure relationships with her. As a result of the COVID-19 pandemic, parents drop off and collect children from the childminder at the front door. The childminder spends time getting to know the children during the settling-in period. Children's emotional well-being is given the utmost priority, and the childminder is skilled in supporting children who may need additional emotional support. Children confidently go to the childminder for support with activities, reassurance and a cuddle when needed. Parents describe the setting as having a 'homely feel' and say their children 'always come home clean and happy.'

Children enjoy their time in this setting and show a desire to learn and interact with others. They comfortably move around the childminder's home, choosing what they would like to play with. The childminder has high expectations for children's behaviour, and she is a great role model. Children follow the daily routine, and the childminder ensures each task is a learning opportunity. For example, children are encouraged to help to tidy toys away by collecting items of a particular colour or counting items back into the box. Children's achievements are praised and celebrated, which helps them to take pride in what they can do. Children learn good manners, as they are supported to share and take turns from a young age.

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

- The childminder observes children as they play and assesses their learning. She identifies any gaps in children's development and plans experiences to help to close these. The childminder's plans are shared with parents with the intention that all adults can work together in support of these.
- The childminder uses lots of opportunities to help children learn new language. For example, she frequently sings nursery rhymes with children throughout the sessions, and children confidently sing along and join in with the actions. Young children show that they understand the words, as they use them correctly. For example, they sing 'row row' as they move in a rowing action.
- Children become confident communicators in this language-rich environment. Young children babble and point, for example, at the sky when they hear an aeroplane. The childminder picks up on their cues and says 'that's right, aeroplane', which develops their confidence in their spoken language. However, the childminder does not consistently model the correct pronunciation of words. This means children do not always hear and learn the correct way to say and use words.
- Children follow good hygiene practice. For example, they wash their hands throughout the day at appropriate times, such as before and after eating and after using the toilet. They use tissues to wipe their nose and dispose of the

tissue in a bin.

- Children develop an awareness of the wider world around them through lots of opportunities to explore the community they live in. Children benefit from regular visits to the library to read about different faiths. The childminder incorporates a range of celebrations and festivals into her planning. For example, children joined in with a variety of water activities during Songkran, a water festival celebrated in Singapore and Thailand.
- Children learn about good oral health. The childminder teaches them about the importance of brushing their teeth. These messages are reinforced as children are provided with toothbrushes and toothpaste to take home.
- The children learn about where healthy fruits and vegetables come from as they grow strawberries, blackberries and beetroot in the childminder's garden. However, she does not consistently ensure that all snacks provided by parents are healthy and nutritious. This means that children are not receiving consistent messages about healthy eating.
- The childminder targets training to support the children attending the setting. For example, following the pandemic, she signed up for training on trauma and early childhood experiences. She also completes independent research to ensure she stays up to date with childcare practices.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder keeps her knowledge of child protection up to date through relevant training. As a result, the childminder understands her responsibility to safeguard children. She knows the signs to look out for that indicate a child is at risk of abuse, such as neglect and radicalisation. She is aware of the correct procedures to follow and who she should report any concerns about a child's safety or welfare to. The childminder holds a valid paediatric first-aid certificate that enables her to treat children appropriately in the event of an accident. All adults in the home undergo the necessary suitability checks.

## What does the setting need to do to improve?

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

- model language to build on children's early speech and develop their vocabulary
- promote further children's well-being by ensuring all meals, snacks and drinks are healthy, balanced and nutritious.

## Setting details

<b>Unique reference number</b>	EY395569
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10235327
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	14 December 2016

## Information about this early years setting

The childminder registered in 2009. She lives in Rochdale. She operates weekdays, from 7.30am to 5.30pm, all year round, except for bank holidays and family holidays. The childminder holds an early years qualification at level 3. She provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lisa Oakley

## 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 provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The childminder and the inspector completed a learning walk together to discuss the childminder's intentions for children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The childminder and the inspector carried out a joint observation during a group activity.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

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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