

Childminder report

Inspection date:

26 September 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 are happy in this calm home-from-home environment. They develop strong bonds with the childminder, enabling them to feel safe and secure. The childminder offers reassurance and praise, which reinforces children's learning and furthers their development. Children can access a wealth of activities. The childminder provides engaging activities to develop children's learning, and each one is well planned to support children's interests. This means that children show prolonged interest and engagement in their play. They attend regular toddler groups, which helps to develop their social skills.

The childminder has a lovely way with the children. She communicates well and encourages conversation through two-way talk. Children's verbal and non-verbal cues are sensitively responded to. This supports their developing language and teaches children the art of conversation. The childminder has high expectations for children. Clear routines help them to understand behavioural expectations. They learn to tidy up and put away their own toys. Children learn manners and respect through interactions with the childminder and with their friends. Parents are happy with the service provided by the childminder. She works closely with parents to identify the children's individual needs. This enables the children to make effective progress in their learning.

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

- The childminder has a clear curriculum intent which promotes all seven areas of learning. She regularly assesses children's progress. She uses this to identify next steps in their learning, which she discusses with parents. This enables her to identify next steps and any gaps in children's learning.
- The childminder supports children's developing communication and language. She offers lots of opportunities to encourage talk. For example, she provides familiar books along with small-world characters. Children recall stories they have heard before and use new vocabulary.
- The childminder identifies what she wants children to learn. She pitches activities correctly to ensure children can access them without help. For example, she provides open-ended resources for them to explore, such as blocks and small-world characters. She supports children's learning by challenging them further, which moves their learning forwards.
- The childminder offers a wealth of enhancements to the activities. This enables children to feel that they are in control of the activity. For example, the childminder enhances the play dough with pipe cleaners, sticks and buttons to encourage independent creativity.
- Children get the opportunity to explore the outdoors. They go on trips to the local park and for walks in the woods where they can collect conkers, leaves and

pine cones. This encourages children to observe the changing seasons and learn about the world.

- The childminder supports children's developing physical skills. She provides opportunities for children to climb and practise large movements indoors and outside. Therefore, children learn how to move with safety and have more control over their bodies.
- Children learn about their own culture. They celebrate events such as Christmas, Easter and Chinese New Year. However, the childminder misses opportunities to raise children's awareness of other cultures. This limits their understanding of the diversity of the wider world.
- The childminder responds sensitively to what children say and do. She knows when they need cuddles or reassurance to make them feel safe, for example when children are settling in. As such, children have their emotional needs met and feel confident and self-assured.
- Partnership with parents is effective. The childminder is confident about children's development. She is aware of when to raise concerns with parents about their progress. She understands the importance of working with other professionals to support children's needs.
- The childminder encourages children to be independent. She offers them choices, such as what to have for snack or what toys they would like to play with. Children also wash their hands before eating snack and after using the toilet. This ensures that children learn good hygiene routines and how to manage these.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of the signs and symptoms of abuse. She understands her responsibility to report concerns about the welfare of a child. The childminder ensures her safeguarding knowledge is up to date through regular training. She maintains the safety of the children by checking the suitability of new adults or visitors to her home. The childminder carries out regular risk assessments, which ensures the premises are safe. The childminder makes sure all toys and equipment are clean and well maintained. She promotes good hygiene practices through regular handwashing and sanitising surfaces.

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 encourage children's awareness of diversity and the world around them.

Setting details

Unique reference number	2563802
Local authority	Rochdale
Inspection number	10239136
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 3
Total number of places	6
Number of children on roll	2
Date of previous inspection	Not applicable

Information about this early years setting

The childminder registered in 2019. She lives in the Alkrington area of Manchester. She provides childcare each weekday, from 7.30am to 5.30pm, all year round, except for holidays and bank holidays. The childminder holds an appropriate early years qualification at level 3.

Information about this inspection

Inspector

Michelle Highcock

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 childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about children's learning and development, with a particular focus on communication and language.
- 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 provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder and children.

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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