

Childminder report

Inspection date: 4 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The childminder interacts calmly and warmly with children. Children have strong bonds with the childminder as she provides them with familiar routines and reassuring cuddles. This helps to support their emotional well-being. The childminder supports children's social and emotional development well. Younger children include the inspector in their play by pretending to pour tea and giving them a cup. The childminder takes children on regular outings to organised playgroups, to play and make friendships with other children. Children learn to share and take turns. The childminder supports children's physical development. For example, children laugh as they run and jump on bubbles outside. They develop their fine motor skills as they hold wooden knives to chop food. Children develop good control of their small and large muscles.

Children develop a good understanding of the world. The childminder works with the children to plant and grow vegetables in the garden. This helps children to understand what plants need to help them grow. Children help to care for the tiny pet tortoise and learn how to be gentle and kind. Children develop a good understanding of how to safely care for living things. The childminder knows what skills she wants children to learn in her care. She takes time to get to know children and values each child as an individual. As a result, children make good progress from their starting points.

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

- The childminder has high expectations for children and has organised her home to ensure that it is a stimulating and enabling environment. Children independently access a creative array of resources to develop their play. However, the childminder does not implement adult-led activities that engage younger children for longer periods and build on their concentration skills.
- Communication with parents is effective. The childminder uses daily verbal feedback and secure electronic communication to inform parents about children's care and learning. Parents feel that the childminder provides a home-from-home environment where their children are safe and happy.
- The childminder is committed to providing high-quality care and education. She attends appropriate training, such as how to support children's communication and language skills. She works with other professionals to utilise effective strategies to support children. For example, she clearly informs children about what is happening now and what will happen next. This helps children to feel secure as they know what to expect next.
- The childminder has a clear understanding of how children learn, and she facilitates this effectively. For instance, she provides wheeled toy cars for children with rotational schemas and open-ended resources to encourage

children to explore their creativity. This supports improved outcomes for children. The childminder talks to children consistently to help them build on their existing vocabulary and communication skills. She sings nursery rhymes with children to help them learn new words.

- The childminder promotes good awareness of oral hygiene for children and shares this information with parents. However, she does not consistently help children to develop an understanding of the benefits of eating the healthy food that she provides.
- The childminder provides a broad variety of resources to help children to understand and respect similarities and differences. For example, children dress up in clothes of different cultures and share books that challenge stereotypes. Children develop their understanding of the diverse world that they live in.
- The childminder supervises children with the utmost care. Children learn strategies to manage their own safety. For example, young children sit down and shuffle down steps in the garden. They chew their food thoroughly and finish what they are eating before going to play. Children understand the rules and learn how to keep themselves safe.
- Children are developing their sense of independence. They learn to use cutlery when eating their food and wash their hands after using a tissue. Younger children say 'wet' and independently fetch the mat when they need their nappy changing. Children learn good hygiene practices and are increasingly independent when managing their personal needs.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has current safeguarding training and in-depth knowledge of her responsibility to keep children safe. She is aware of broader safeguarding issues, such as being exposed to extremist views or beliefs that may lead to a child being abused. She knows the indicators that may lead to her being concerned about a child's welfare and how to report these concerns. She has thoroughly risk assessed her home to minimise any hazards. The childminder has a valid paediatric first-aid certificate. She has all required records accurately organised to promote children's well-being.

What does the setting need to do to improve?

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

- adapt adult-led activities to engage younger children for longer periods
- support children to develop an understanding of the benefits of eating healthy food.

Setting details

Unique reference number	EY478592
Local authority	Rochdale
Inspection number	10236385
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 1
Total number of places	6
Number of children on roll	1
Date of previous inspection	2 December 2016

Information about this early years setting

The childminder registered in 2014 and lives in Middleton, 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- and three-year-old children. She supports children with special educational needs.

Information about this inspection

Inspector

Angela Hayward

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 showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder spoke to the inspector about her intentions for children's learning.
- The inspector observed the interactions between the childminder and children.
- 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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