

Childminder report

Inspection date: 24 January 2023

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

The provision is good

Children have strong relationships with the nurturing childminder and her assistants. They receive a warm welcome as they arrive and enter happily. They separate from parents, showing that they feel safe and secure. Children are regularly consulted and are supported to communicate their needs in a range of ways in the inclusive environment.

Children's feelings are validated by the caring childminder and her assistants. As children struggle to regulate their emotions, staff sensitively reassure them, naming emotions and offering cuddles. The childminder and her assistants have accessed a wealth of training to enable them to meet children's individual needs. They use visual aids and sign language to communicate with children. They provide reminders of any changes in routines or expectations. This helps to support all children to follow the routines and expectations.

Children are provided with a range of multi-sensory experiences that allow them to explore using all of their senses. They explore different materials and objects using their hands, feet and mouths. For example, as staff read stories, children have the opportunity to feel, explore and talk about the objects from the book. All children, including those with special educational needs and/or disabilities (SEND), make good progress in their learning from their individual starting points.

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

- The childminder promotes good health and hygiene. She reminds children to wash their hands before they sit at the table at lunchtime. As children eat their food, she talks about the positive impact that some foods have on their teeth. Children are developing an understanding of healthy lifestyles.
- Parents speak highly about the 'amazing' childminder and her assistants. They receive regular communication about how they can support their children's development at home. Parents state that their children have made good progress since starting at the setting, particularly with their communication and physical skills. Parents state that this setting is 'fantastic'.
- Younger children regularly choose books and turn the pages independently. The childminder and her assistant name the pictures as the children point to them. The childminder reads with enthusiasm and pauses so children can join in with the story by speaking or using sign language. Children explore props from stories and laugh as they try on the hat from the book and scream with excitement as they see the lion. Children are developing a love of stories.
- The childminder and her assistants place great importance on supporting children's development. However, they do not consistently make the most of opportunities in children's play to promote this to the highest level. For example,

they do not always notice when children are communicating their current interests to them. This does not enhance and deepen children's knowledge and understanding.

- The childminder works closely with another registered childminder and two assistants. They observe each other and share ideas to improve practice over time. The childminder ensures her assistants have access to regular training and support. They feel supported and confident in their roles. The childminders share the same ambitious vision and are committed and passionate about their roles.
- The childminder has high expectations for all children. Children with SEND are extremely well supported by the childminder, who ensures that barriers to learning are identified and responded to swiftly. However, occasionally, during group activities, the childminder does not adapt her teaching effectively to ensure the younger children remain engaged. They do not always fully benefit from the learning experience or display high levels of engagement.
- Children's mathematical knowledge is well supported. Babies show great confidence as they combine objects. As they stack blocks, the childminder and her assistants count each one. Older children have regular opportunities to talk about number in their everyday routines, such as registration. They confidently recognise that the previous day was number 23 on the register and that the next number is 24. They beam with pride as staff praise their efforts.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants are committed to keeping children safe. Since the last inspection, the childminder has implemented robust policies to ensure that the environment is safe and secure for the children. The childminder and her assistants access regular training to keep their safeguarding knowledge up to date. They are aware of the signs that may indicate that a child is at risk of harm and the procedures to follow. The childminder is committed to multi-agency working and regularly contributes to multi-agency plans for children in her role as the designated safeguarding lead.

What does the setting need to do to improve?

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

- embrace opportunities as they occur to further challenge and enhance children's learning and understanding
- differentiate teaching to provide children of different ages and abilities with appropriate levels of support, and encourage them to display high levels of engagement.

Setting details

Unique reference number	EY493173
Local authority	Rochdale
Inspection number	10258679
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	0 to 4
Total number of places	12
Number of children on roll	14
Date of previous inspection	12 September 2022

Information about this early years setting

The childminder registered in 2015 and lives in Rochdale. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with an assistant and a co-childminder, who also works with an assistant. The childminder provides early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rebecca Weston

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children communicated with the inspector during the inspection.
- The inspector observed the interactions between the childminder, her assistants and children.
- Parents shared their views of the childminder with the inspector.
- The inspector carried out a joint observation of a group activity with the childminder.
- 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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