

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 form strong attachments with the childminder and her assistants at this inclusive setting. They are consulted before staff complete personal care tasks and are reminded of any changes of routines. The childminder and her assistants use a range of visual prompts and reminders. Children feel safe, secure and are extremely valued.

Children are provided with a range of multi-sensory experiences that allow them to explore using all of their senses. They explore frozen paint and talk about it being 'cold like ice cream' as they rub it over their hands and make marks on paper. Children are provided with the space to stretch, roll and bounce. All children, including children with special educational needs and/or disabilities (SEND) make good progress in their learning from their individual starting points.

Children play alongside each other well. They are supported in learning to manage their behaviour. For example, the childminder offers regular cuddles and emotional support. As children play together in the construction area, they encourage each other to put on the goggles. Children understand and follow the routines and expectations.

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

- Transition arrangements are child-centred. The childminder provides a flexible settling-in period and home visits where she collates a range of information from families and other agencies before children start. She ensures any specialist training that may be required to meet children's individual needs is accessed. These arrangements help children to settle quickly when they start at the setting.
- Children are provided with many opportunities to learn about similarities and differences. The childminder and her assistants ensure that children are all valued and supported to be included in all activities. Children are provided with a range of specialist equipment to support with this. The resources in the environment also reflect diversity, and when children see toy wheelchairs in the role-play area, they excitedly state 'this is like mine.' Children are learning about the diverse world we live in.
- The childminder and her assistants want children to develop the skills that will enable them to be independent. They support children to meet their own toileting needs by providing visual instructions of how to complete the task. However, at times, the childminder quickly offers children help to complete tasks such as putting on their aprons, rather than allowing them the time to think and solve problems for themselves.
- The childminder plans activities that reflect children's interests and what they

need to learn next. 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.

- Parental partnerships are extremely effective. Parents state that the childminder and her assistants 'go above and beyond' to support their children's needs. Parents receive regular updates regarding their children's development and how they can extend learning at home. Parents have seen particular progress with their children's communication and physical skills since they have started attending the setting. They state that they feel well supported as a family.
- 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 support in place for children with SEND is excellent. The childminder regularly assesses children's abilities and progress to check what children know and can do. She ensures any concerns with children's development are identified swiftly, and all children receive excellent support. She has excellent links with other professionals, and she utilises their expertise to support children's care and learning needs. Partnership working is a particular strength of this childminder.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and her assistants have a strong knowledge of safeguarding. Since the last inspection, the childminder has improved her risk assessment procedures to ensure the environment is safe and secure. She ensures all household members and parents follow these procedures. The childminder and her assistants understand the signs and symptoms of abuse and the procedures to follow should they have any concerns about a child's welfare. The childminder has an excellent knowledge of the support available in the community for families.

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	EY493225
Local authority	Rochdale
Inspection number	10258701
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 showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The childminder and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector carried out a joint observation with the childminder.
- Children spoke to the inspector about what they enjoy doing while with the childminder.
- The inspector spoke to several parents during the inspection and took account of their views.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector observed the interactions between the childminder, her assistants 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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