

Childminder report

Inspection date: 30 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and form close and trusting bonds with the childminder. They explore the wide range of opportunities and resources available with enthusiasm. Children engage deeply, particularly in activities they select for themselves. The childminder knows each individual child very well. She gathers detailed information on their routines and prior experiences before they start to attend. This means that children's unique needs are catered for from the outset.

Children experience a carefully considered curriculum that is based on their interests. The childminder uses her knowledge of what each child needs to learn next to plan effectively for the next steps in their learning and development. For example, the childminder provides musical instruments and supports children to take turns as they play. She understands this is a skill that some children need to master. Furthermore, children enjoy a variety of opportunities that they may otherwise not experience. For example, they excitedly recall their trips to feed the ducks and walks in the woodland to observe the trees.

The childminder has high expectations for all children. Children understand the rules and boundaries within the setting. For example, children as young as two years of age remember to walk and not run indoors. Children are friendly and play very well with each other. They are respectful of visitors and welcome each other into their play. All children behave well.

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

- The childminder observes and carefully monitors children's progress. She plans experiences that build upon children's current knowledge and skills in a sequential way. Children recall their past learning and use it in new situations. For example, children request a 'special' strawberry cutter as they remember it helps them to cut the strawberries into slices safely. That said, on occasion, the childminder is too eager to offer her support instead of giving children time to think critically and solve their own problems as they arise.
- A love of literacy is promoted in the childminder's setting. Children enthusiastically choose their favourite books and bring them to the childminder. They sit next to her and help to turn the pages as they discuss what they can see in the pictures. The childminder carefully introduces and explains new words. For example, she uses the word 'zebra'. Children have fun pronouncing the word. They make links in their learning as they say that the zebra reminds them of a horse.
- The childminder understands the importance of children developing good communication skills in readiness for their eventual move to school. She narrates what she sees children doing and sensitively models the correct vocabulary

when young children mispronounce words. Children know an impressive repertoire of rhymes and songs and enjoy joining in when one of them begins to sing. Opportunities such as these, help children to become fluent speakers.

- Support for children with special educational needs and/or disabilities (SEND) is strong. The intuitive childminder swiftly identifies and carefully monitors any emerging gaps in children's development. She works alongside parents and other professionals, when required, to ensure that children's needs are met in a timely manner. This helps to ensure that all children make good progress.
- The childminder reflects on the quality of service she provides. She is eager and determined to provide the best possible early experience for children and their families. The views of children and their families are sought when planning future improvements. The childminder ensures that all mandatory training is updated to refresh her essential knowledge and understanding. However, she does not target further professional development opportunities precisely, in order to refine her practice and skills to the highest level.
- Parents are highly complimentary of the service that the childminder provides. They value the daily updates on their child's achievements. The childminder gives a wealth of suggestions as to how parents can further contribute to their child's learning at home. Parents remark that 'the little tips have made a huge difference at home'. The childminder understands the importance of ensuring consistency in children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her role in safeguarding children from harm. She can recognise the potential signs of abuse, including the risks of possible radicalisation. The childminder understands how to refer any concerns she may have to the relevant authorities. Furthermore, the childminder undertakes regular safeguarding training to ensure that her knowledge remains up to date. The childminder undertakes regular risk assessment checks that help to ensure that the environment remains a safe place for children. She holds a paediatric first-aid qualification, which means she can respond appropriately in the event of any accidents.

What does the setting need to do to improve?

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

- consistently provide children with enough time to think and test out their ideas to help them to extend their critical thinking and problem-solving skills further
- target future professional development opportunities in order to help to refine and enhance teaching skills precisely.

Setting details

Unique reference number	EY470216
Local authority	Rochdale
Inspection number	10285668
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	6
Number of children on roll	4
Date of previous inspection	13 October 2017

Information about this early years setting

The childminder registered in 2013 and operates all year round from 7.20am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3 and provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Farrington

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 childminder showed the inspector the premises and discussed how they ensure that they are safe and suitable.
- The inspector and childminder carried out a joint observation and discussed the quality of teaching.
- The inspector carried out observations of the interactions between the childminder and the children.
- The inspector held discussions with the childminder and the children at appropriate times during the inspection.
- Parents shared their views of the setting with the inspector.

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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