

Childminder report

Inspection date:

21 September 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

The welcoming childminder's consistent daily routine helps children to anticipate what will happen next in their day. For example, children collect their drinks and know where to sit at snack time. The childminder talks to the children about any changes to the routine, for example, the arrival of a visitor. This helps children to feel secure, confident and settled. The childminder uses her knowledge of child development, her discussions with parents and her observations of children to offer resources that support children's development and current interests. For example, she provides a range of small toy vehicles as children are interested in cars. They beam with smiles as they pull each vehicle out of the box and name them 'car', 'bus' and 'fire engine'. Interactions are kind, and the childminder and the children form close and loving bonds. The childminder closely monitors any medical needs children have and accesses support and additional information if required. This helps to keep children safe.

The childminder wants children to learn more and do more while in her care. She provides opportunities for children to be independent. Outside, children take a bucket to the tap. The caring childminder demonstrates how to turn the tap on. She encourages the children to work together to fill the water tray. This helps children to persevere and to manage new tasks. Children show lovely behaviour as they work together to achieve their goal. They are developing positive behaviour and attitudes to learning.

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

- The childminder's self-assessment is robust. She has completed all her mandatory training, and she carefully considers her continual professional development to support the needs of the children in her care. For example, recently, the childminder researched information on epilepsy and completed awareness training on autism. This helps her assess risks and provides a suitable environment and curriculum for all children.
- Children are supported well in their personal and social development. The childminder helps children learn how to put on their own shoes and coats and to pour their own drink. Children develop their independence and self-care skills.
- The childminder uses some effective strategies to encourage children's speaking skills. For example, she asks children questions and gives ample time and encouragement for children to think and respond. She sometimes helps children extend their sentences and vocabulary. Children are making suitable progress in their communication and language development.
- A close working relationship with parents and other professionals ensures that specific targeted plans are in place for children with special educational needs and/or disabilities (SEND). These are regularly monitored, and any additional

support is swiftly identified and requested. This early intervention helps children with SEND to make good progress in their learning.

- Regular trips out are provided by the childminder. She considers the needs of the children attending when deciding on outings for the children. For example, she attends the library with children to help them learn to sit and listen in a group. She also takes children to toddler groups to help them learn to play in a larger group. Children build social skills in readiness for school.
- The childminder expects children to behave well. She consistently models positive behaviour. The childminder skilfully supports children to speak nicely to each other and encourages them to share and take turns. Behaviour is good.
- Activities are planned to help children develop their physical skills, including their small-muscle movements. Children use plastic knives to chop, and they are offered activities where they can twist, turn and manipulate objects. Children develop skills that support later pencil control.
- The childminder has clear intentions for children's learning. She plans appropriate activities to help them make good progress. However, sometimes, she offers too many different activities at the same time. Children become distracted and flit between activities. This means children are not as highly engaged or learning as much as possible.
- Hygiene routines are in place and followed well by the childminder and the children. For example, children know where they can access tissues. They know to put them in the bin and wash their hands. The childminder helps children to learn that handwashing removes germs. Children learn practices that help to keep them well.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a good understanding of child protection and her role and responsibility in keeping children safe from harm. She completes regular training to keep her knowledge up to date. She is able to recognise the typical signs and symptoms of abuse, and knows what to do if she is concerned about the welfare of a child in her care. The childminder has current paediatric first-aid certificate and knows what to do in the event of an emergency. The childminder keeps her home safe. Security is good, and children are not able to leave the home without adult supervision.

What does the setting need to do to improve?

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

- support children to become and remain deeply engaged in activities, to help achieve more of the sharply focused intentions for their learning.

Setting details

Unique reference number	EY469588
Local authority	Rochdale
Inspection number	10301432
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 10
Total number of places	6
Number of children on roll	9
Date of previous inspection	11 January 2018

Information about this early years setting

The childminder registered in 2013. She operates all year round, from 7.30am to 5.30pm, Tuesday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3. The childminder provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Richards

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 and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for the early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request, including some feedback from parents.

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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