

# Childminder report

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Inspection date: 5 October 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 is kind and attentive to children's individual needs. For example, he sits on the floor and engages with children as they play. As a result, children are settled and display lots of confidence as they explore the toys and activities provided. Children approach the childminder with ease and know they will receive his full attention. The childminder talks to children at their level, which generates lots of language and conversation. Children are truly benefiting from a language-rich environment. This works particularly well for children who are learning English as an additional language.

The childminder is committed to giving children the best start. He works harmoniously with his co-childminder to create a safe and stimulating environment for children. Consequently, children are relaxed and safe in this home-from-home setting. The childminder praises children for their good behaviour, which boosts their confidence. He is also a good role model. For example, as the childminder plays the tidy-up song, he sings along with gusto as he puts the toys away. This motivates children to have a go. Older children join in with the song and babies make rhythmical sounds as they help to tidy up. This consistent approach helps children to understand the rules from a young age.

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

- The childminder and his co-childminder provide a well-planned learning environment that ignites children's interests and desire to learn. For example, the childminder has made a 'busy board' that has lots of items, such as keys, locks and cogs for children to handle. This helps them to develop their hand-and-eye coordination and thinking skills as they explore and manipulate the interesting objects.
- The childminder has used knowledge from training to help guide children's communication and language skills. He provides narratives as children play and introduces lots of new words. As a result, children are good communicators with a wide vocabulary. The childminder has also developed his storytelling techniques, which further enhances their language and enjoyment of books.
- Children develop a positive attitude to learning because the childminder uses different approaches that engage children. For example, he interacts and supports children as they practise brushing the dinosaur's teeth, to help them learn about good oral health. At other times, he gives children time to think and do things for themselves.
- Despite strengths in teaching, the childminder is not as confident at planning a curriculum with clearly identified aims. Consequently, he is not always aware of what individual children need to learn and in what order. Instead, he relies on his co-childminder for guidance. This does not help to develop his expertise and

knowledge of the curriculum, to help extend children's learning.

- There is a strong focus on supporting children's personal development. For example, older children develop a sense of responsibility as they help the childminder to prepare lunch. The childminder praises children for their kindness, which creates a happy environment. This also enables children to develop a positive sense of themselves. Children learn to respect others as they read books, such as 'Handa's Surprise' and listen to stories about Nelson Mandela.
- Children learn about healthy food choices, which helps to promote their good health. They enjoy wholesome meals and snacks, such as fresh fruit selections, vegetables and fish pie. Children's dietary needs and preferences are also respected, which parents appreciate. Parents speak highly of the meals provided.
- The childminder promotes many aspects of children's physical development well. During lunch, children enjoy home-made tomato soup and garlic bread, which they devour. Older children show good levels of independence as they feed themselves. However, younger children are fed by the childminder and his co-childminder. This does not encourage them to be independent eaters.
- The childminder and his co-childminder work well as a team, which provides huge benefits for children. For example, children are continually stimulated and thoroughly enjoy their time with the childminders. This view is shared by parents. As one parent commented, 'I wouldn't choose anybody else.'
- The childminder's self-evaluation is accurate. He understands his strengths and areas for development. However, he has not notified Ofsted about his new assistant. Although the assistant is not included in the ratios, it is a requirement to notify Ofsted of this significant event.

## Safeguarding

The arrangements for safeguarding are effective.

The childminder has completed mandatory training, such as first aid. As a result, he is qualified to respond in the event of an accident. The childminder has a good understanding of child protection. For example, he knows the procedures to follow should he have any concerns about his co-childminder. This helps to ensure children's safety and well-being. Children's safety is further enhanced because the childminder and his co-childminder ensure that children are within sight and hearing at all times. The childminder cradles young children as they drink their bottle of milk. This minimises any risk of choking and helps young children to feel secure and safe.

## What does the setting need to do to improve?

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

- encourage younger children to feed themselves, to help support their physical skills and independence
- develop further knowledge of the curriculum, to help enhance and extend children's learning.

## Setting details

<b>Unique reference number</b>	EY469444
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10313141
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children at time of inspection</b>	1 to 2
<b>Total number of places</b>	6
<b>Number of children on roll</b>	3
<b>Date of previous inspection</b>	7 December 2018

## Information about this early years setting

The childminder registered in 2013 and lives in Milnrow, Rochdale. He operates all year round, from 6am until 6pm, Monday to Friday, except for family holidays and bank holidays. The childminder works with a co-childminder and an assistant.

## Information about this inspection

### Inspector

Tricia Graham

### 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 inspector observed the childminder's interaction with the children throughout the inspection.
- The childminder and inspector evaluated an activity.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector took account of parents' views of the childminding provision.
- The inspector viewed a sample of documentation, including training records and the childminder's first-aid certificate.

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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