

# Childminder report

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Inspection date: 23 January 2024

<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	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

The childminder has created a home-from-home environment in which children are happy and feel safe. She welcomes each child with a hug and praises them for their achievements. Children have a strong sense of belonging and are self-assured individuals. The childminder teaches children how to manage their own feelings and emotions. She supports them in regulating their behaviour. Children behave well and show genuine care towards one another.

The childminder provides children with a well-ordered curriculum that builds on what they already know and can do. Children are fascinated while engaging in role-play activities. They enact roles of dinosaurs and discuss the time in which they lived. The childminder supports children's creativity exceptionally well. She encourages children to design and build models from dough. Children giggle with delight while painting and show excellent small-muscle skills while drawing.

The childminder supports children's independence effectively. She teaches them how to take care of their belongings and how to respect the play environment. Children put on their own shoes and coats. They take care of their own personal needs and help to set the table for snack time. Children develop the necessary skills in readiness for their next steps in learning, including their eventual move to school.

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

- The experienced childminder wants the best outcomes for children and their families. Self-evaluation is accurate. She uses what children and parents tell her to help improve her setting. For example, she has redeveloped the play environment so that toys can be accessed more independently. The childminder's capacity to improve is good.
- The childminder uses her knowledge of child development to provide children with a broad curriculum. She uses what she knows about children to plan activities that keep them interested and motivated to learn. Children relish taking part in baking activities and show high levels of enjoyment while learning the names of two-dimensional shapes.
- Overall, partnership working is effective. Parents are kept informed of their children's time at the setting. They receive updates about their children's development and how their learning can be continued at home. However, the childminder has not successfully established links with the other settings that children attend. This means that a consistent approach to complementing children's care and learning with other settings is not fully in place.
- Care practices are good. A secure settling-in procedure is in place. The childminder spends time getting to know children and their families. Children

settle quickly and develop secure bonds with each other. The childminder follows effective hygiene practices and teaches children about living healthy lifestyles. Children talk about the importance of eating healthy foods and about keeping physically active.

- Overall, the childminder teaches children well about the world around them. However, she is less confident in teaching children about similarities and differences between themselves and others. This means that some children do not gain a broad understanding of life in modern Britain.
- The childminder supports children's communication and language skills well. She skilfully introduces new vocabulary and reinforces the correct pronunciation of letter sounds. This helps children to develop into confident and competent communicators.
- The support in place for children with special educational needs and/or disabilities (SEND) is good. The childminder ensures that children with SEND get the support they need to flourish. Children who speak English as an additional language are supported incredibly well. The childminder uses bilingual resources and introduces key words in children's home languages. This helps children to make good progress.
- The childminder supports children's large-muscle skills well. She encourages children to use climbing apparatus and takes children to the local park. Children relish these opportunities and giggle with delight while using the slide. They demonstrate excellent balance and coordination skills. Children teach each other ball skills and participate in ring games. They show excellent levels of physical dexterity and enjoy being outdoors.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- develop partnership working with other settings children attend further, to better support their learning and care needs
- strengthen the knowledge and confidence needed to teach children about differences and similarities beyond their own experiences.

## Setting details

<b>Unique reference number</b>	EY497155
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	10304835
<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>	2 to 8
<b>Total number of places</b>	6
<b>Number of children on roll</b>	7
<b>Date of previous inspection</b>	1 February 2018

## Information about this early years setting

The childminder registered in 2015 and lives in Rochdale. She operates all year round, from 6am to 6pm, Monday to Friday, except for family holidays and bank holidays.

## Information about this inspection

### Inspector

Luke Heaney

### 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 his evaluation of the setting.
- The childminder joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the interactions between the childminder and the children.
- The childminder provided the inspector with a sample of key documentation on request.
- Children spoke to the inspector during the inspection.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The inspector took account of parents' views of the childminding provision.

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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